

AN IMPACT ASSESSMENT OF THE
"YOUTH DEVELOPMENT THROUGH
FOOTBALL" PROJECT IN NELSON
MANDELA BAY

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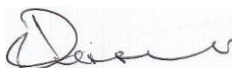
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9 January 2014

AN IMPACT ASSESSMENT OF THE
“YOUTH DEVELOPMENT THROUGH FOOTBALL” PROJECT
IN NELSON MANDELA BAY

By

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Submitted in fulfilment/partial fulfilment of the requirements
for the degree of MA Development Studies to be awarded at
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DECLARATION

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ABSTRACT

Football as the most popular sport, serves as a medium through which development issues can be addressed in a variety of ways. The potential and limitations of sport as a vehicle for change are widely recognized for informing YDF and partner organisations for change and capacity building at all levels of engagement.

The YDF on HIV prevention project brought about a close working relationship between GIZ/YDF, Volkswagen groups South Africa, NGO's, federations and government institutions. Volkswagen formed a PPP (Public Private Partnership) to promote HIV prevention among the youth in the Eastern Cape Province. The aim of the cooperation was to raise awareness and improve the knowledge of the youth on HIV prevention. The project combined peer education through football with life-skills education on HIV Prevention in schools. The present study aimed at evaluating the impact and effectiveness of the YDF project in addressing HIV prevention awareness in the selected schools of Nelson Mandela Bay. The sample consisted of fifty grades six and seven learners of the ages of twelve and over. In this mixed methods research, both qualitative and quantitative methods were used and data was collected by means of questionnaires and interviews where pre and post-test studies were conducted. The results suggest that there has been an improvement in the learners' awareness and therefore the YDF on HIV prevention programme has been effective in improving the participants' level of HIV prevention awareness in Nelson Mandela Bay. These findings should make a meaningful contribution to the debate on sports based participation programmes on HIV/AIDS education, with regard to the stakeholders and implementing parties, as well as to the public.

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GLOSSARY OF TERMS

- **Activity Coordinator:** Coordinating sport activities in the Fun Bus, a community-based participation programme implemented under the auspices of SRSA (Sports and Recreation South Africa).
- **GIZ:** Deutsche Gesellschaft für Internationale Zusammenarbeit.
- **GIZ/YDF:** Youth Development through Football (YDF) is a supranational programme implemented by the GIZ in partnership with SRSA (Sports and Recreation South Africa).
- **Implementer:** A peer- educator, facilitator, life skills coach or volunteer that implements the YDF Programme.
- **Indirect Participation:** The number of participants that are supported through an organisation that takes part in the GIZ/YDF training or workshop, or is a regular member of a GIZ/YDF network and is not a contracted partner.
- **NGO:** Non-government organisation.
- **Participants:** Participants are the learners and coaches who take part in the programme.
- **Partners/Implementing agent:** Any of the selected organisations that deliver the GIZ/YDF activities and Projects.
- **Peer Educator:** An individual (mostly a youth) who has been contracted by an NGO to deliver the GIZ/YDF programme.
- **Programme:** The programme refers to a structured developed set of activities or projects delivered according to the GIZ/YDF mandate.
- **Project:** Project refers to different activities, events and community- based programmes implemented with the assistance of GIZ/YDF.
- **SSMPP:** School Sport Mass Participation Programme funded by SRSA (Sports and Recreation South Africa) and delivered by Provincial, Cluster, and School Sport Coordinators.
- **Toolkit:** GIZ/YDF has developed a toolkit (manual) around life skills and coaches ‘training which encompasses different levels (i.e. instructor and coach levels), as well as thematic short modules relating, for instance, to HIV prevention.
- **TOT:** Refers to Training of Trainers, where participants are trained by GIZ/YDF Instructors, and the instructors trained by GIZ/YDF instructors over a four day workshop, go back to their regions to train other coaches on the toolkit.

CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

The 'Youth Development through Football' (YDF) project is rooted from the 2006 FIFA World Cup. The project was part of a joint effort by the South African and German Development Co-operations. It was funded by the 'German Federal Ministry for Economic Co-operation and Development' (BMZ), co-funded by the 'European Union' (EU) and implemented by the 'Deutsche Gesellschaft für Internationale Zusammenarbeit' (GIZ). The project's political partner is 'Sports and Recreation South Africa' (SRSA).

YDF is a football project aimed at youth, to contribute to some of the challenges that effect South African youth. This emphasis on youth was not incidental but rather a response to the general development aid trend approaching the 2010 FIFA world cup in South Africa. The aim of the project was to support socially disadvantaged boys and girls in such a way that they would be able to take their own lives 'in their hands' and shape them positively (YDF Manual, 2012:2).

YDF used the FIFA World Cup Event and its emphasis on football and youth development to establish its footprint and include its manuals (referred to as the YDF Toolkit), compiled by and for people who wanted to use football to open up future opportunities for children and youth; as well as for people who wanted to use football to help shape their communities (YDF, 2009:3). Approaching the 2010 FIFA world cup in South Africa radical strategies for youth development emerged aimed at youth issues as the core development strategies and adapting aid to the needs of youth. GIZ joined the trend in developing football and youth development strategies, which brought about the initiation of the YDF project. One of the objectives of YDF was that South African recipients should be able to carry on with the programme when GIZ donors pulled out.

1.2 PROBLEM STATEMENT

'Almost all institutions have a lack of experience in developing impact oriented conceptual programmes focused on the personal and social development of youth through sports. Opportunities to get involved in the sport for development sector in a systematic and sustainable manner and to deliver impact on “higher level goals” such as the MDG’s is mostly missed ' (Sport for social change network, 2011: 2).

The YDF through its partnership with Volkswagen aims to contribute to the development of youth in the Eastern Cape, by reaching out to the youth in remote areas through mobile units and be coached and trained in football and undergo life skills education at the same time with integrated education on HIV prevention.

The purpose of this study is to analyse and evaluate the effectiveness of the YDF project in addressing HIV prevention in Nelson Mandela Bay.

1.3 KEY QUESTIONS

The **research question:** Is the YDF project effective in addressing HIV prevention in Nelson Mandela Bay?

The following questions motivated the study and will also assist in addressing the key research question, namely:

- a) Is the project effective in delivering the set outcomes?
- b) What are the challenges experienced when delivering the stipulated outcome?
- c) Is the YDF project contributing to the social development of the youth in Nelson Mandela Bay (NMB) in a sustainable manner?
- d) Has the contracted organisation realised its outcomes in NMB?
- e) What do the participants feel about this project and its impact on their lives?

1.4 THE RESEARCH OBJECTIVES

The aim of the YDF project is to transform coaches into social workers and social workers into coaches in order to exploit the educational potential of sports. The main objective of the YDF project is to make Nelson Mandela Bay a slightly better place by initiating an educational process on HIV prevention that makes use of the enthusiasm of girls and boys for football.

The primary objective of the research is to assess the impact and effectiveness of the YDF project in addressing HIV prevention from the perspective of the participants in the project in NMB.

To help achieve the primary objectives of the study, the secondary objectives are:

- a) To examine changes in the participants' awareness of HIV Prevention pre and post-test evaluation;
- b) To assess the feedback from the implementing agents (YDF on HIV prevention life skills coaches);
- c) To evaluate the effectiveness of the YDF project from the perspective of the beneficiaries and recommend suitable solutions to improve its effectiveness in NMB.

1.5 DEMARCATION OF THE STUDY AREA

In 2009 Volkswagen (VW) South Africa, GIZ and the Eastern Cape Department of Sports and Recreation (DSREC) entered into a public-private partnership ('PPP') to improve the perspective of young people living in the Eastern Cape through Life Skills' education and education on HIV and AIDS and through coaching the youth on football simultaneously. According to the YDF Terms of reference (2011) the aim of the project was to 'provide a means of exposing the youth to development-related topics, depending on the *specific requirements* of the respective province or region – violence prevention, health education, environmental protection, peace-building and opportunities for social and political participation.

The NMB YDF's expected outcomes from the contractual agreement between GIZ/YDF and the implementing agent (United through Sport) for the 2012 session from January to November 2012 was to:

1. Reach out to 2000 children in the Nelson Mandela Bay schools with the YDF/HIV Prevention Toolkit;
2. Reach out to 250 children with 2 events involving soccer and HIV Prevention Toolkit;

3. Host a 'training of trainers' in the basic football coaching Toolkit and HIV Prevention Toolkit for 40 – 45 individuals each. In other words a total of 80 coaches had to be trained on the generic football coaching toolkit and HIV toolkit. This meant that coaches had to attend both coaching and HIV Prevention workshops in order to graduate with a certificate.

1.5.1 Delimitations of the research

The research was limited to the Nelson Mandela Bay in the Eastern Cape and focused on the implementing agent (United through Sport) by analysing and evaluating their YDF implementation process. The researcher was based at the implementing agent's offices for the duration of the research process.

1.5.2 Significance of the study

The YDF on HIV Prevention Toolkit has been reported by implementing organizations to demonstrate significant impact, however, limited research has been conducted to support the claims of the impact and effectiveness of this programme on the beneficiaries. The purpose of the study is to review the project initiatives and empirically evaluate the impact of the YDF on HIV Prevention project from the perspective of the beneficiaries.

According to Stufflebeam and Shinkfield (2007) an evaluation should be useful; it should be addressed to those persons and groups that are involved in or responsible for implementing the program being evaluated.

The practical and theoretical benefits that will be gained by the study will allow stakeholders and implementing agents to assess their implementation practices in addressing the key outcomes that were presented. The findings will reveal the effects that the project has had on the beneficiaries, highlighting recommendations (areas for improvement) for the sustainability of the project in this social context.

1.6 RESEARCH METHODOLOGY

1.6.1 The research design

Gibson and Brown (2009) distinguish between research design and the process of design by stating that research design refers to particular approaches to research, such as ethnography and action research, while the process of research design refers to the practice of working through a given focus for research and generation of a research plan and design for a given topic. Ethnography is based on observation and involves data collection by researchers who immerse themselves in the daily lives of the participants and their environment and keep recorded conversations & notes (Woods, 2007:18 and Kolb, 2008: 32).

For this research the researcher was actively integrated into the research which is referred to as participatory research. Participatory research is a form of active research that can be expressed as the type of research that involves all relevant parties in actively examining current action in order to change or improve the current action (Willis, Inman, and Valenti, 2010:229).

According to Kidd (2011) the quality of programmes and their links to other interventions are crucial. In other words, programmes must meet the following criteria:

- Participants must feel that programmes meet their needs and that they have been consulted in their design and delivery, i.e. that it's 'their program'. Effective programmes directly involve the intended beneficiaries in the planning, implementation, monitoring and evaluation (M&E).
- Participants must have genuine access, including equipment and transportation, to the programmes. They must feel physically safe, personally valued, socially connected, morally and economically supported, personally and politically empowered, and hopeful about the future.
- Programmes should be clean, affordable and enjoyable.
- There must be skilled, committed administrators, coaches and volunteers and they must enjoy the confidence of the intended beneficiaries and their communities.
- The benefits of sports participation and sports initiatives cannot be understood in isolation from other social and material conditions. To be successful, programmes should be

closely linked to other interventions, especially in education, health, employment and youth development.

- Programmes must be sustained to have a lasting impact. M&E must be appropriate to the intended beneficiaries and outcomes; one size does not fit all. If it is to be conducted by outsider researchers, the results must be shared with the participants, and published in open sources.

The researcher adopted these guidelines explained by Kidd (2011) in the evaluation process of this project.

1.6.2 Instruments used for data collection

This study was conducted through an implementing agent (United through Sport) in the selected primary schools of Nelson Mandela Bay (Ben Snuka primary, Kama primary, Ilitha primary, Tshume primary and Walmer primary school).

In compiling the study a range of methods and approaches were adopted. This evaluation study made use of mixed methods triangulation. The use of questionnaires, interviews, observations and documents were utilised in the data collection process. Triangulation of data refers to the use of multiple means of data collection to explore a single phenomenon (Gratton & Jones, 2004: 109, and Struwig & Stead, 2010:19).

1.6.3 Data Analysis and Interpretation

The overall methodological approach of the research is the mixed method approach that followed the phenomenological and qualitative paradigm and quantitative data analysis methods, namely: the before-and-after design and the Tesch method of content analysis. This triangulation process formed part of the data analysis.

1.6.4 Assumptions

In this study it is assumed that football is the most popular sport amongst African children and youth.

1.7 SUMMARY

This chapter sets the context for the study. In **chapter 2** an overview of the literature is presented to provide insight into this sport for social development concept, namely Youth Development through Football (YDF) and provides insight into the projects expected outcomes. **Chapter 3** considers literature of past and present studies relevant to this research. It provides a comprehensive theoretical framework, focusing on the YDF on HIV Prevention programme and focuses on the Implementing Agents approach and expected outcomes and the practices implemented for sustainability. In **chapter 4**, the data gathered is presented, analysed and discussed. **Chapter 5** presents the concluding remarks as well as recommendations for future studies.

CHAPTER 2

OVERVIEW OF YOUTH DEVELOPMENT THROUGH FOOTBALL (YDF)

2.1 INTRODUCTION

”One of the more intriguing trends in the recent theory and practice of international development and of organized sports respectively is the rapid growth of initiatives that seek to advance development (both socially and economically) through sport” (Black, 2010: 121). Lemke (2009) states that sport can be a pivotal role player in development, highlighting that development through sport has become an international affair in recent years. The use of sport and physical activity to contribute to the realization of the United Nations Millennium Development Goals (MDGs), that is, sports for development has become a major trend in the sporting arena. The sport programmes implemented are focused on strengthening basic education, public health, community safety and social cohesion and helping girls and women, youth-at-risk and persons with HIV/AIDS, and building awareness for persons with disabilities (Kidd, 2008: 373).

2.2 SPORTS FOR SOCIAL DEVELOPMENT

Developmental theory and practice is evolving as we witness the trend in researching initiatives that add to the literature of sports for development. Therefore, development studies’ scholars need to take on board a more sophisticated understanding of the distinctive characteristics and possibilities of sports-based initiatives (Black and Darnell 2011:371). According to Black (2010) present day researchers identify the trends in the field of development through sport, as the ”proliferation of Non-Governmental Organizations working to promote development through sports; the increasing involvement of governmental development agencies (e.g. National Youth Development Agency) in supporting sports-based development initiatives; the increasing involvement of multilateral organizations, notably the United Nations and the Commonwealth, in this area; and the growing enthusiasm of youth – athletes, students and student-athletes – for research and volunteer opportunities in sport for development.”

Despite the strong surge in the sports for development movement over the past 20 years, its evolution into various branches and its institutionalisation through a variety of high-profile

international initiatives, mainly centred in the United Nations development goals, are still not a cohesive establishment. It remains a fairly loose combination of different approaches that incorporates a diverse range of philosophies, practices, operational formats and programmes. What unites these initiatives is a rather unquestioned faith in the intrinsic capacity of sports 'to do good' — in modest forms (e.g. to improve individuals' motor skills and therefore self-esteem, or as a source of social capital), and to strengthen social bonds, as a basis to transcend social cleavages or to help engender nation building (Cornelissen 2011: 506).

Haines (2000) previously expressed this shift to a more practical approach aimed directly at reducing poverty through social services such as education, health and welfare programmes. This "basic needs" approach mentioned by Haines was within the domain of "aid targeting" and the delivery of aid related projects and technical cost benefit evaluation (Haines 2000:47). To take this concept further, Flores (2008) mentions that Youth Development theorists and practitioners are not concerned with the empirical production of knowledge in the same way that evaluation practitioners are. Instead, they are interested in creating leaders, citizens, social-change agents, community organisers and healthy citizens. The researcher approached this research from this epistemology.

The aim of the research is therefore, to bring the academic perspective and hopefully contribute to the limited literature in development through sport (DTS) - aid.

Specifically, youth participation in community evaluation research involving young people in knowledge development at the community level (Flores 2008:7). The research also intends to highlight the challenges and benefits engaged in this field by evaluating one such aid related project, namely: Youth Development through Football (YDF), aimed at educating youth and opening up future opportunities for people who want to use football to help shape their communities (YDF Coaching Manual 2011: 2).

Lemke (2009) states that "no longer is sport the sole domain of sporting bodies. Sport can and does help the United Nations (UN) achieve its objectives." According to the 'Sport for Social Change Network' (2011) the YDF objective is to ensure enhanced institutional capacity to accelerate, reach and impact of sports on the MDGs (Millennium Development Goals) for children and youth. Therefore, while this programme is discussed and its implementation explored, it is important to keep in mind the connecting role of social development through sport and youth participation evaluation projects.

2.3 YOUTH DEVELOPMENT THROUGH FOOTBALL PROJECT

Youth Development through Football is a football project aimed at youth, to contribute to some of the challenges that effect South African youth. According to Ensor (2012) 71% of black African children in South Africa live in low-income households and 60% of youth (aged 15 to 24 years) are shaped by poverty. Family structures are often destroyed by HIV/AIDS, and by a lack of integration into the community. NYDA (2012) to date government institutions such as the National Youth Development Agency (NYDA) have the challenge of offering young people sufficient opportunities for development and of guaranteeing youth adequate access both to efficient educational services and employment. The emphasis of the YDF project on youth was not incidental but rather a response to the general development aid trend approaching the 2010 FIFA World Cup tournament in South Africa. The aim of the project was to support socially disadvantaged boys and girls in such a way that they would be able to take their own lives in their hands and shape them positively (YDF Manual, 2012:2).

2.3.1 YDF and the FIFA World Cup

Approaching the 2010 FIFA World Cup tournament in South Africa radical strategies for youth development aimed at youth issues as the core development strategies and adapting aid to the needs of youth emerged. GIZ joined the trend in developing football and youth development strategies, which brought about the initiation of the YDF project. One of the objectives of YDF was that South African recipients should be able to carry on with the programme when GIZ donors pulled out. According to Straume (2012) in order to facilitate sustainability, aid has to be on the terms of the recipients. However, stressing aid on the terms of the recipient and simultaneously encouraging the introduction of ideals unfamiliar to the recipient are contradictory. The concept of sustainability initiated by Straume (2012) will be discussed in further detail as we examine the implementation of the project in more detail in the next chapter.

YDF used the FIFA World Cup Event and its emphasis on football and youth development to establish its footprint. YDF (2011) assumed that football is the most popular sport amongst African children and youth alike, and took advantage of their enthusiasm for football in the build-up to the FIFA 2010 World Cup tournament in South Africa. YDF also created toolkits (manuals) that were compiled by and for people who wanted to use football to open up future

opportunities for children and youth; as well as for people who wanted to use football to help shape their communities (YDF 2009:3). According to the YDF report (2012) the 2010 World Cup tournament provided an opportunity to procure many new individuals and groups to participate in the YDF approach, which was also facilitated by the enormous presence of the project in the media over that period.

2.3.2 YDF Approach and Activities

YDF is targeted at disadvantaged six - to twenty-year-old young girls and boys, local skilled personnel in sports, youth and educational ministries, football coaches, social workers and youth workers who play an important role as mediators.

The YDF project uses the key that is football to reach children and youth and bring about positive change in their lives by making use of its social and educational potential. According to the Sports for development and peace international working group (2011) sports based programmes improve the learning performance of children and young people. On the one hand, the project provides the children and youth with the skills to shape their lives actively; on the other hand, it helps to strengthen sustainable institutional structures. See Figure 2.1, Holistic Development of a Youth Player (ANNEXURE E).

The YDF approach is to create youth with technical and tactical football skills, physical fitness, mental and psychological fitness and social competence. According to Schick (2012), apart from the physical skills the young people acquire in football, with the right training and guidance during play, the children and youth also learn how to behave socially and how to integrate with other children within their communities, and they acquire various strategies for the peaceful resolution of conflict. In addition, football provides a means of exposing the youth to development-related topics, which include depending on the specific requirements of the respective partner country, violence prevention, health education, environmental protection, peace-building and opportunities for social and political participation. In this way, children and youth are taken seriously as the agents of social and economic development and are involved in the development of their projects.

2.3.3 The YDF Model

GIZ/YDF trains individuals from different implementing sectors (e.g. NGO's, The South African Football Association 'SAFA' and affiliates, teachers and representatives in child care facilities).

Firstly, individuals from the different sectors attended a four day instructor training workshop hosted by GIZ/YDF and facilitated by specialists who assisted in compiling the toolkit. This workshop was used to train the peer educators on how to be an instructor and on the content of the toolkit. The workshop was also used to test the content of the toolkit in the working world and also to brain storm and gain insight into the design and delivery of the programme. During this workshop instructors also use the opportunity to provide suitable advice on the content of the toolkit and suggest suitable implementation practices. The potential challenges were discussed and all relevant questions were expanded.

Secondly, the trained instructors were expected to train the coaches in their respective regions and organizations on how to apply the toolkit. Thereafter, the coaches were sent out to do the field work through direct coaching and also to create suitable and sustainable implementation processes.

GIZ/YDF then hosted a follow-up workshop that was used as a platform for feedback. Here the peer educators that initially attended the instructor workshop were asked to supply feedback on their experiences and challenges experienced by their coaches and to suggest suitable solutions to these challenges.

Figure 2.2 (See ANNEXURE E) represents the YDF training process, where GIZ hosted an open instructor workshop to the partner organizations, thereafter, the instructors were expected to train the partner organizations' peer leaders (coaches and volunteers) who then train the coaches and institutions in their respective regions. This is referred to as 'training of trainers' (TOT).

2.3.4 YDF Toolkits

There are various Life Skills Manuals facilitated by GIZ/YDF. The generic toolkit focuses on general football coaching methods and principals. This manual for coaches uses regular football coaching methods to help children and youth acquire important life skills (such as communication, sportsmanship, leadership skills, honesty and trust) and also supports the football coach in his or her function as role model.

The YDF Manual on HIV Prevention (2012) uses football to educate participants on basic HIV prevention information, namely: testing, the spread of the epidemic, prevention, myths on HIV/AIDS and treatment. The Toolkit briefly examines the origin and history of HIV, differentiates between HIV and AIDS, and reviews the various transmissions and spread of HIV, the prevention of HIV, and highlights the myths surrounding condoms and prevention and, most importantly, how to avoid HIV/AIDS. The Toolkit also advocates testing and positive living and support through football. This is done with practical football drills that can be used by coaches during training sessions, in a fun and informative way. The YDF manual on HIV prevention also highlights the need for young people to develop their comprehensive knowledge for HIV transmission prevention in order to know the major ways of preventing sexual transmission of HIV (using condoms and limiting sex to one faithful, uninfected partner) and rejecting the most common local misconceptions about HIV transmission (Schick and Nahnsen 2011:12).

YDF Toolkit for gender awareness (2012) helps coaches and players to reflect on their own perceptions and attitudes towards gender roles in society, and to develop a deeper understanding of likely gender issues in football. The manual addresses stereotypes and equips coaches with tools to ensure that their programmes promote gender equality.

The YDF Violence Prevention toolkit focuses on educating participants on understanding that the violence experienced on a football field reflects the violence experienced at home, in schools and in our communities (YDF Instructor manual for Violence prevention 2012: B).

The YDF Toolkit for Environmental Awareness (2012) educates participants on environmental issues by stressing that a healthy environment is necessary for healthy sport. It touches on issues such as littering, medical waste, rusted material, spoilt food and also the manufacturing of environmentally friendly goods.

The YDF Toolkit for Sports Events Management (2011) is a short module on “Sport for Development Events” which combines football and life skills. The module is a guide to integrate life skills into sports events. It focuses specifically on the combination of football events/tournaments and life skills. It offers event management knowledge, as well as a wide range of exercises to educate youth and to spread the message of sport for development.

According to GIZ/YDF reports, YDF has developed and continually improved its toolkit methods and approaches in order to reach children and youth through football, impart life skills to them and contribute to their positive behavioural change. Furthermore, YDF reports that this is an on-going process of development and that it requires input and feedback from its participants.

2.4 YDF CONTRACTUAL AGREEMENT

The YDF Contractual Agreement (2012) highlights the following four core components:

1. To receive and facilitate support to ‘Youth Development through Football’
2. To create a network system of YDF partners functioning in South Africa by the end of 2010 and in Africa by the first quarter of 2011. For instance, being a part of a network (in-country, cross border or as a network member).
3. To ensure that YDF concepts are established, that conceptual and organizational advice is provided, and that capacity building and training is conducted.
4. To ensure that events are used to publicise the YDF concept, as well as to engage and showcase YDF partners, by taking part in events to mediate the YDF concept.

2.4.1 Creating a network system for YDF partners

According to the YDF report (2012), the project supports local partner organizations such as national sporting and youth authorities, who are already active in the sports sector, in developing their range of activities, and promoting their networking with other organizations. In this way, the various initiatives active in the field of development through sport are brought together so that they may benefit from joint training opportunities and learn from one another. Knowledge and experiences are exchanged via an international network and contact established with the corporate sector.

The Sport for Social Change Network (SSCN) is an example, which originated from the YDF partnership with manufacturer of sports equipment NIKE, and enables more than 40 NGOs from the sports sector to establish contact with one another and exchange what they have learnt through experience. Networking and collaboration within existing (established) networks contributes to an increased reach and “ripple-effect” where “indirect impact” is traceable. The training of representatives of partners and other stakeholders in the YDF toolkit represents such a “ripple-effect” where capacity is built and transferred to different contexts of application. Furthermore, YDF report (2012) that “through organisational

development and the advanced training of technical and managerial staff, YDF aimed at creating sustainable structures that would continue to promote the approach once the project had come to an end.” The project had already ensured that SRSA would incorporate the YDF approach into its annual and financial planning and strategy papers. A broad sports programme of the department - that works closely with sports coordinators and schools and that links educational tools with football matches, through school sports for example – was another approach of the project.

NGOs too were supported in their endeavour to improve and expand their activities with children and youths in the area of sports development through small financing measures and also through the reinforcement of their organisational structures.

2.4.2 YDF in the Eastern Cape

In 2009 Volkswagen (VW) South Africa, GIZ and the Eastern Cape Department of Sports and Recreation (DSREC) entered into a public-private partnership (PPP) to improve the perspective of young people living in the Eastern Cape through Life Skills’ education and education on HIV prevention and coaching the youth in football simultaneously. As mentioned previously, the aim of the project was to provide a means of exposing the youth to development-related topics, depending on the *specific requirements* of the respective partner country (or province) – violence prevention, health education, environmental protection, peace-building and opportunities for social and political participation.

According to the YDF Terms of reference (2011) the Eastern Cape is one of the poorest provinces in South Africa, with one third of the population unemployed, and with an HIV prevalence rate of 23%. AIDS is the single most often cause of death with more than 20%, particularly among woman. The medical research council (2012) states that more than 23% of the provincial population 20 years and older have no formal education with an estimated 55% unemployed, with the larger portion of the population (68%) living below the national poverty line. Therefore, the Eastern Cape (EC) YDF sought to reduce the spread of HIV by using role models as peer educators to teach youth about developing healthy life skills and making healthy decisions’ (EC YDF Coaching Guide 2009: 7). According Black and Darnel (2011) football initiatives offer a path to better health and an opportunity, both metaphorical and practical, to facilitate character development among youth.

It was based on this evidence that the Eastern Cape Stake holders (GIZ, VW, and DSREC) decided to focus on the integration of the HIV Prevention Toolkit in the Eastern Cape Province. See Figure 2.3, Footprint of YDF on HIV prevention in Eastern Cape (ANNEXURE E).

This relationship saw the establishment of a partnership between GIZ and the department of Sports and Recreation in the Eastern Cape through the YDF project and the Mass Participation programme while VW contributed the Ulutsha (Youth) “Fun Bus” on Tour (UFBT) programme. The facilitation of this project in the Eastern Cape contracted implementing agents (United through Sport based in NMB and Umvomvo based in East London) through an open tender process.

The implementation contract with United through Sport (UTS) was finalized at the end of September 2011. This partnership with Volkswagen was initially intended to end in June 2012; however, the end of the contract was later extended to September 2012 to award the implementing agents an opportunity to reach their targets, furthermore, to facilitate extended project reach.

2.5 SUMMARY

This Chapter presented a comprehensive discussion on the important role of sports for social development. The chapter also reviewed sports based development programmes such as the Youth Development through Football project and its origin. The key players and their roles in the success of the YDF programme. Furthermore, the chapter discussed the approaches and activities set out by GIZ/YDF and the YDF model. The following chapter will focus on the implementing agent in Nelson Mandela Bay (NMB) and their implementation processes, highlighting other implementing agents for similar projects and their experiences.

CHAPTER 3

THE YDF ON HIV AWARENESS MANUAL IMPLEMENTING STRATEGY

3.1 INTRODUCTION

According to Scholtz (2011), in the last decade there has been a significant increase in the number of registered non-profit organizations which can be attributed to a greater awareness of the social problems that exist, as well as the inability of the government and the public sector to address the social problems (HIV/AIDS, poverty, violence and gender inequality) on their own. These non-profit and non-governmental organizations (NPO/NGO) attempt to find solutions to social problems by implementing projects and programs that help solve these social issues, for instance the YDF project.

3.2 YDF ON HIV PREVENTION IMPLEMENTING STRATEGY IN THE EASTERN CAPE

Although the annual HIV incidence in South Africa dropped by a third (from 2.4% to 1.5%) between 2001 and 2009 it is still high, and adolescents are at the centre of the HIV/AIDS pandemic (UNAIDS 2011). According to Kigongu (2010), adolescents are a particularly vulnerable group to HIV/AIDS; they are at the core of the HIV/AIDS pandemic due to their risky behaviours such as unprotected sex, oral sex, drugs and alcohol abuse. Furthermore, Benya (2005) states that adolescents are at a stage of development where they are likely to engage in risky sexual behaviours, some due to peer pressure and others from a lack of awareness and knowledge about HIV/AIDS prevention. Therefore, they are an obvious group to target prevention intervention programs at.

Since the established institutional framework requires that the youth be in school, the most effective location to target HIV/AIDS education programmes is in schools (Campbell, 2003). Education departments worldwide have recognized the important role that schools can play in educating learners on HIV/AIDS (Kigongu, 2010:1). The World Bank (2002) supports this notion by stressing that schools are often the only place in the community where adolescents can obtain accurate information on sexual education. The minister of Education acknowledges the seriousness of the HIV/AIDS epidemic and the ministry is committed to implementing an HIV/AIDS policy that seeks to contribute towards promoting effective prevention and care within the context of the public education system (National Education Policy, 1999).

According to Harris and Van Aardt (2007) the significant HIV contraction rate indicates that intervention strategies are proving to be ineffective in stopping the spread of the virus. Therefore, educating the youth is essential in order to prevent the spread of HIV/AIDS and school based interventions are effective in altering behaviours that lead to an increase in the spread of the epidemic. There is strong empirical evidence from previous studies that suggest that interventions can change young people's HIV-related attitudes and behaviours (Benya, 2005, and Makalima, 2003). However, in order to provide HIV/AIDS education, competent and efficient programmes and educators are essential. The Norms and Standards of Educators (2000) require that educators demonstrate an ability to provide a supportive and an empowering environment for learners. However, Parag (2009) insists that teachers still feel uncomfortable discussing sexual issues with their learners, especially topics that are related to sex and HIV/AIDS. Therefore, programmes that promote the prevention of HIV/AIDS, for instance the Youth Development through Football programme, are of importance in order to fill the gap.

According to the programme for HIV/AIDS education (2006) the present government strategy focuses on the partnership approach which involves incorporating aspects of the school curriculum as well as using input from NGO's.

3.2.1 The Eastern Cape YDF HIV Prevention implementation process

Through the mass participation, the sport coordinators (MPSC) from Eastern Cape communities identified by the implementing agent and ECDSRAC (Eastern Cape Department of Sports, Recreation, Arts and Culture) were invited to attend a one-week 'TOT' course in Nelson Mandela Bay (NMB). The TOT intended to build the capacity of MPSCs to deliver a curriculum- based intervention that incorporated modules of football coach training, interactive life skills education, and community development and support. Following the training stage, MPSCs would be expected to develop an action plan for their communities that they could realistically implement. MPSCs would deliver a ten-week intervention with young people in their communities. DSRAC & the implementing agents were expected to continue to support the MPSCs to ensure that their plans are being implemented effectively.

According to the EC YDF Coaching Guide (2009:7) YDF were trying to reduce the spread of HIV/AIDS by using role models in the areas as peer educators to teach youth about developing healthy life skills and making healthy decisions. Black and Darnell (2011) state

that football initiatives offer a path to better health and an opportunity, both metaphorical and practical, to facilitate character development among youth.

The Eastern Cape YDF expected outcomes from the MOU between GIZ, VW and implementing agents for the 2012 session from January to June 2012 was to:

1. Reach out to 2000 children in the Nelson Mandela Bay schools with the YDF/HIV Prevention Toolkit;
2. Reach out to 250 children with 2 events involving football and the HIV Prevention Toolkit;
3. Host a 'training of trainers' in the Basic Football Coaching Toolkit and HIV Prevention Toolkit for 40 - 45 individuals respectively. In other words a total of 80 coaches had to be trained on the generic Football Coaching Toolkit and the HIV Toolkit.

Coaches had to attend both coaching and HIV Prevention workshops in order to graduate with a certificate.

3.2.2 The Mass Participation programme (MPP)

According to Tolo (2008) the Mass Participation programme was intended to create an active and winning nation by encouraging all members of the community to participate enthusiastically in sports through life long participation; increased participation; improved delivery capability; improved partnerships; improved links between schools and communities; and legacy programmes. YDF was one such legacy programme that found its home within the Eastern Cape MPP.

The MPP encourages mass participation in socially disadvantaged schools and focused its efforts on introducing primary school children to football (and other sports) and attempted to instil passion and love for sports in the youths' lives, while teaching life skills.

According to Mould (2012) "The MPP program which embodied the YDF project was a great success in the first half of 2012. The MPP program consisted of two buses, the sports bus; as well as the football bus; both the buses facilitated life skills simultaneously as coaching sports. The life skills bus used football to educate learners on various life threatening practices and habits, while the sports bus assisted players in enhancing their sports skills and providing learners with an organized extra-mural activity in which learners could participate.

The implementing agents utilized the YDF Toolkit on HIV Prevention by offering life skills classes to grade 7 learners in 13 schools in the first term of 2012 and 23 schools in the second term.

Various primary schools in NMB namely: Seagull, Delseose, Philip Nikiwe, Ben Nyathi, Nqubela, Young Park, Gelvan Park, Parkside, Elumanyanweni, Sithembile, Isaac Booi, Kroneberg, Triomf, St Josephs, Caritas, Phendla, Die Heuwell, Galvindale, Emsengeni, Sithembile, Stiyeni, Molefe, Hendry Nginza, and St Theresa's were invited to partake in the program. As part of the MPP initiative schools were invited to participate in the YDF Life skills Curriculum on HIV Prevention and Sports Mass Participation Program which ran concurrently at the schools.

Fifteen schools were invited each term, which consisted of three 1, 5 hour school visits per day. Schools were invited to be part of the MPP programme based on the following criteria; interest, support from the schools and commitment by the teachers and learners towards the programme. The implementing organization (UTS) signs a contractual agreement for three months (10 -12 sessions of 1, 5 hours) with each school, which requires consent from Principals, Life Orientation teachers and sports coordinators at each school. The contractual agreement between schools and the implementing agent entailed:

UTS (2012) Terms, Conditions and Contractual Agreement:

1. At least 2 teachers must be present during any coaching session.
2. Sports Provided: Soccer, Netball, Cricket, Hockey, Tennis, Rugby, Basketball and Swimming.
3. Learners must be on the field ready for the session to start on time, where possible, wearing sports kit.
4. All Grade 7 learners are required for the YDF on HIV Prevention programme and must be 12 years of age and above. The children taking part in this curriculum must attend every week in order for them to graduate at the end. Grade 5 and 6 learners are invited for the sports aged 11 years. The children taking part in this curriculum must attend every week in order for them to graduate at the end.

5. It is important that if there is a break for those learners not involved in the session then they must not have any involvement or interrupt the session taking place at any time.
6. Registers must be provided for each code by the schools. These registers must be given to the coaches at the beginning of the session. Learners not on the register may not take part in the session unless agreed by the teachers and coach involved.
7. Any discrepancies about the program or coaches on the program should be brought to the attention of a member of United through Sport staff.
8. It is important that the schools advise the organisation of any cancellation 42 hours in advance, unless it is due to weather conditions or unforeseen circumstances.
9. It is important that the schools ensure that there is a consistency in the number of learners attending the sessions and that they are on time and keep to the session time agreed between the principal and the organisation.

I agree that the school will abide by the guidelines set out by United Through Sport and understand that if they are not adhered to then the school will be excluded from the programme.

3.3 NMB IMPLIMETING AGENT (UNITED THROUGH SPORT)

United through Sport (UTS) South Africa is a NMB based NGO, that was awarded the tender to implement the YDF project in NMB. This section will discuss the NGO in detail, highlighting its ideology and its implementation strategy for the YDF project. The following section will reiterate the obligations described in the contractual agreement between GIZ/YDF and UTS on the expected outcome that had to be reached before the laps of the contract.

3.3.1 United Through Sport (UTS)

According to the “United through Sport” South Africa website, UTS is a South African registered charity dedicated to encouraging disadvantaged individuals and communities to develop to their full potential in sport, education and health.

The charity organisation was founded in 2005, and now reaches out to more than 18,000 children in 83 schools throughout Nelson Mandela Bay and beyond each year. They run

sports activities in local communities through the mass participation programmes (MPP) and a school of sporting excellence (SSE), using rugby, netball, cricket, soccer, hockey, tennis, basketball and swimming to empower youth and create communities that are self-sustainable socially, institutionally and economically, through increased life skills abilities and education. Moreover, UTS coordinates the involvement of some 200 international volunteers in its programmes annually. UTS aims to give children a sporting chance for a better life and uses sports as a tool to develop the disadvantaged and vulnerable youth by;

1. Using direct sports coaching – for its health benefits, improved emotional wellbeing and increased life skills (teamwork, leadership, decision making, and communication);
2. Using sports to discuss critical issues – by delivering curriculums on topics such as HIV Prevention in a fun and interactive manner on the sports field;
3. Using sports for improved education – by providing pathways to success for talented and dedicated individuals through scholarships (9 scholarships have been provided to Multi-racial schools 2010-2012) to top local schools and tertiary education. See figure 3.1 United through Sport Model (ANNEXURE E).

3.3.2 UTS implementation strategy for YDF programme

GIZ/YDF granted the local subsidiaries four hundred thousand one hundred and ninety one rand (ZAR 400, 191. 00) to implement the YDF Toolkit and allowed the organization to integrate the YDF Toolkit into and execute the YDF project outcomes in their existing programmes. The MPP was initiated by the collaboration of the Stakeholders in the Eastern Cape.

This meant that UTS had to incorporate the YDF Toolkit and achieve the project outcomes, as well as the MPP programme with their existing programmes

The project outcomes were to:

1. Reach out to 2000 children in the Nelson Mandela Bay schools with the YDF Toolkit;
2. Reach out to 250 children with 2 events involving soccer and life-skills;

3. Training of trainers in the Basic Football Coaching Toolkit and HIV Prevention Toolkit for 40 - 45 individuals each. In other words, 80 coaches had to be trained on the YDF Football Coaching Toolkit and HIV/AIDS Toolkit.

All equipment used during coaching sessions was provided by UTS. All the coaching was provided by young, proficient sports coaches from the overseas volunteer programme. The YDF Toolkit coincided with the sports coaching and was facilitated by life skills coaches who were all NMB based Xhosa speaking youth. The project originally employed 8 life skills coaches, until the elapse of the contract in June 2012. The 8 life skills coaches consisted of 4 male and 4 female coaches, of which, only three of the eight life skills coaches that were instructing the YDF Toolkit in NMB had direct training in the HIV Prevention Toolkit from GIZ/YDF. The additional 5 life skills coaches undertook the TOT process. According to July 2012 UTS report “the program ran successfully during the first semester of the year. The initiative encouraged mass participation in sport while assisting in the growth and development of learners. The MPP was rolled out in 33 schools in the last 6 months, with 1132 pupils contacted in the Nelson Mandela Bay and Uitenhage areas in the first three months and 1583 pupils in the second term of the year, which means targets were reached.”

Table 3.1 United through Sport Report Score Card July 2012

KPI	TOTAL TARGET	ACTUAL	VARIANCE	F	M
Total learners	2000	2848	848 Over target	54%	46%
Total schools	20	25	5 Over target	25	
Total coached on Toolkit	45	61	16 Over target	36%	64%
Total Coached on HIV Manual	45	56	11 Over target	24%	76%
Events	2	4	2 Over target	44%	56%
Participants Reached at Events	250	496	246 Over target	54%	46%

Retrieved from UTS Report: July 2012

Part of the MPP program offered schools and organisations an opportunity to attend a Training of Trainers (TOT) course in the Youth Development through Football (YDF) Toolkit. See picture 3.1 as evidence of TOT in ANNEXURE E. The course is geared towards individuals and organisations who work with youth.

The Toolkit is aimed at addressing key health and educational issues (such as hygiene, balanced nutrition, medication, alcohol, nicotine and HIV/AIDS) as well as imparting important life skills to the youth. The curriculum has a large focus on HIV prevention but also addresses other topics such as resilience, decision making, self-esteem, gender equality, professionalism in sports and the benefits of playing an organised sport.

According to the UTS July 2012 feedback report “The TOT Coaching Toolkit was attended by a total number of 53 participants and the HIV/AIDS manual by 47 participants, with a target figure of 40 participants for each training, outcomes where reached.” However, this sum differs with the total reflected in the score card presented in the Stakeholder meeting on June 2012 (see Table 2.1).

The MPP/HIV Prevention project also took part in the event hosted by the office of the Premier in Port Alfred on the 21 March 2012 as a Human Rights Day Celebration initiative. See picture 3.2 as evidence of Port Alfred event in ANNEXURE E. Based on the partnership with the province, a consolidated programme that includes the YDF on HIV prevention was developed in order to showcase the partnership and to benefit the community at large. According to Nick Mould (Founder of UTS South Africa) “UTS was looking to increase the levels of awareness around HIV/AIDS, to heighten the visibility of the programme and partnership, and also to impact as many beneficiaries as possible using sports”

3.4 YDF ON HIV PREVENTION TOOLKIT & SOCIAL DEVELOPMENT

The YDF Manual for HIV Prevention is an expansion of the YDF concept. This manual is the continuation of the generic basic training that the coaches undergo. The YDF Manual for HIV Prevention can therefore also be used as a direct point of entry into methodology, in other words the same coaching principals and techniques employed in the YDF Generic Toolkit can be obtained in the YDF/HIV Prevention toolkit (Schick 2011:1). Furthermore, the YDF manual on HIV prevention uses the popularity, attractiveness and power of football to teach skills to the young girls and boys to influence them positively. This statement is supported by Mr Sepp Blater [Are you sure his surname is Blater and NOT Blatter? Please check], the current head of FIFA, who said “football is more than a game because it unites us in a world which is becoming increasingly divided” (Mtimkulu, 2011).

The manual was designed to support football coaches, local personnel skilled in sports, youth and educational ministries, social workers and youth workers who play an important role as mediators in making a positive contribution in decreasing the number of new HIV infected people to address stigma and discrimination, to protect people living with HIV and AIDS and to raise awareness of how unequal gender relations fuel the spread of the epidemic.

According to the Sports for Development and Peace International Working Group (2011), sports based programmes improve the learning performance of children and young people, encourages school attendance and creates a desire for learners to succeed academically.

This YDF programme was implemented as a means of providing sports, life skills and HIV prevention strategies for the youth. Lemke (2009) states that sport programs can be used to reduce stigma and to increase the social and economic integration of people living with HIV and AIDS. These programmes providing HIV prevention education and empowerment can further contribute to the reduction of HIV infection rates.

According to the YDF Manual on HIV Prevention (2011), there is more to the role of a youth football coach than teaching football skills and organising a team. They work with young people to help them to develop their skills and also as young people. These coaches assume many roles. While they work with the youth they assess the young people's level of ability and take on the role of being a performance analyst, a teacher, and a motivator to the youth.

The EC YDF Curriculum (2011) states that coaches are role models and should learn to value community work, they should feel proud of their contribution to the community and develop skills for career advancement. The curriculum also encourages coaches to have fun while teaching youth and learning about HIV/AIDS.

This program combines energetic fun activities with key current issues such as:

- reducing at-risk behaviours, and
- Health awareness.

The topics of the games and activities in the curriculum range from: peer socialization, decision making, HIV Basic Prevention, voluntary counselling and testing, stigma, positive living, abstinence, partner reduction, risk awareness, peer pressure, gender roles, behaviour development and peer educating (YDF Coaches Manual 2011:6).

The youth is made to feel comfortable about talking about difficult issues, and supported to engage in meaningful discussions on HIV/AIDS. The life skills coaches provide the youth with information about the choices they make, such as making choices to avoid getting or spreading HIV/AIDS. The curriculum is also designed to make the youth aware of risky behaviours associated with HIV, for instance, taking alcohol can lead to poor decision making and may lead to having unprotected sex when an individual may have used a condom or abstained if he/she were not drunk. Although this is a football focused curriculum, the life skills coaches provide an environment with high interaction and participant involvement in a fun, memorable manner by using energizers (clapping, singing praises and playing games to keep participants engaged).

According to the EC YDF Curriculum (2012) the overall course objectives are:

- To encourage increased understanding of and open dialogue about HIV/AIDS
- To diminish stigma surrounding HIV/AIDS
- To educate and empower youth to make informed decisions relating to HIV/AIDS
- To educate participants about HIV/AIDS prevention techniques, including abstinence, fidelity and condoms
- To inform youth about services available in communities, including voluntary counselling, testing and treatment centres
- To address issues of gender and the roles people play in relationships
- To increase confidence and assertiveness in youth
- To provide youth with a feeling of hope and reason to stay alive and healthy
- To empower youth to deliver their own HIV prevention messages to their communities.

These objectives are deemed to be a success should the participants' rate of infection declines, they adopt safe sex behaviours, delay first sexual intercourse, learn their HIV status and live according to their results, make healthy and informed choices about themselves, feel empowered by knowledge of HIV/AIDS and actively teach others in the community about HIV/AIDS (EC YDF Coaches Manual 2011:7).

UTS used the following pre post-test (see Table 2.2) to measure changes in the school learners' level of awareness before and after the contact session with the participants on the HIV prevention programme.

Table 3.1 EC Reported Pre/Post evaluation on HIV Prevention programme in 2011

August - October	Pre					Post					
	Agree	Disagree	Not sure	Total	% Correct	Agree	Disagree	Not sure	Total	% Correct	Increase
HIV same as Aids	157	195	280	632	30.85%	11	601	1	613	98.04%	67.19%
I can avoid HIV	583	17	32	632	92.25%	605	5	3	613	98.69%	6.45%
Unprotected sex spreads Aids	417	112	103	632	65.98%	602	7	4	613	98.21%	32.22%
Take care of HIV relative	389	205	38	632	61.55%	591	18	4	613	96.41%	34.86%
Shower after sex	159	403	70	632	63.77%	12	597	4	613	97.39%	33.62%
Drugs and alcohol increase HIV	258	289	85	632	40.82%	560	44	9	613	91.35%	50.53%
More than one sexual partner spreads Aids	389	154	89	632	61.55%	577	28	8	613	94.13%	32.58%
Unprotected sex with more than one partner spreads Aids	460	102	70	632	72.78%	603	5	5	613	98.37%	25.58%
Is it ok for everyone to make his or her own choice	370	220	42	632	58.54%	604	3	6	613	98.53%	39.99%
Average					60.90%					96.79%	35.89%

Sample of the Pre-Post Score Card Reported for 2011

3.5 RELATED PROGRAMMES AND THEIR SUCCESS

There are various other programs that adopt the same principals and procedures as the YDF programme in using sports, particularly football, in addressing “Sport for Development”, for instance, Football for Hope. Football for Hope is an alliance between FIFA and Streetworldfootball, a profit-based organisation that seeks to foster funding partnerships between sports for development NGOs and a range of corporations, donor agencies and operational organisations across the world.

The Football for Hope movement aims to give shape to the concept of development through football, which consists of a roster of social education, youth empowerment, life skills training, health promotion and peace-building activities. The main Football for Hope campaign during the 2010 World Cup was the 20 Centres for Hope, a scheme to construct artificial football pitches in 20 identified sites across the African continent along with physical facilities (buildings) where local youth would be able to access educational and health services.

The first FIFA Centre for Hope was opened with much publicity in Khayelitsha, a black township in the City of Cape Town, a few months before the start of the World Cup tournament. Its launch was to be followed by the establishment of a further four such centres in South Africa. The Khayelitsha centre in Cape Town became a showpiece for FIFA of its investment in social development around the World Cup. In truth, however, the centre was established as a partnership initiative between FIFA and the regional and urban authorities of the Western Cape province, some sport for development NGOs (such as Grassroots Soccer, an organization active in Southern African countries), and donor agencies such as Germany's Gesellschaft für Technische Zusammenarbeit (GTZ). It thus demonstrated an important aspect of the large-scale World Cup development operations, which drew on the collaboration of a range of public and private sector actors. Notably, however, the FIFA programmes constituted the overarching framework for such focused partnerships.

Another international initiative which became drawn into the 2010 World Cup Event and was subsequently mobilised as a FIFA legacy project, was the 1 Goal Education for All campaign, which culminated in the Education Summit held as the tournament drew to a close, but which had its roots in a civil society movement for the improvement of global education access and standards quite unconnected with the World Cup. It became linked to the football tournament, at first through a process of surging by which numerous transnational campaigning networks, taking their momentum from the MDGs, launched advocacy programmes focused on the football finals, and then through a series of high-level endorsements by state leaders and FIFA itself (Cornelissen 2011: 521).

Grassroots Soccer is another initiative which also provided a comprehensive coaching guide that uses a series of games and activities that allow youth to explore sensitive issues relating to HIV/AIDS. The Grassroots Soccer Program uses professional soccer players, teachers, peer educators and other role models that are trained as Grassroots soccer coaches to deliver a game-based curriculum which was first developed in early 2003, for youth aged 10 – 18 years of age (Grassroots Soccer 2007:3).

A study of Grassroots Soccer and other football for development projects, conducted by Coxswain Social Investment as part of the Football for an HIV Free Generation Initiative, discovered that football programs are uniquely successful in preventing the spread of HIV.

“The study (Using Football for HIV/AIDS Prevention in Africa) was conducted in the months leading up to the World Cup. The question for the researchers was, Football has tremendous convening power, but do football-based programs really make a difference in preventing HIV?” According to the study, football based programmes were revealed to make a difference in preventing HIV, since they used an attractive mode of communicating (football) to people in remote areas of Africa. The study was grounded in the popularity of football in Africa and its ability to reach a wide audience. The study revealed that football programs lead to profound behavioural change, which is the key to prevention. All successful cases of reversing national HIV epidemics involved widespread changes in behaviour. The study also highlighted that football programs were successful with hard-to-reach audiences and at tackling sensitive issues within the safety of the team. “Sport at a grassroots and recreational level, is portrayed as a ‘pure’, non-political vehicle, which has the ability to send out messages in a value-neutral manner and therefore reach communities where communication by development institutions and politicians is met with scepticism” (Levermore, 2010: 229). Football reaches those most at risk on the ground because of its appeal to young audiences.

Skillz Magazine is another key educational tool of Football. First published nationwide in South Africa on February 1 2009 via the *Sunday Times* newspaper and distributed to 2,300 schools throughout South Africa, the quarterly publication features the world’s and South Africa's top soccer stars teaching life lessons and encouraging young people to make a positive difference in their communities. Skillz teaches the youth how to follow "3 Skillz" - "Know the Game", "Build Your Team", and "Make Your Move" - to achieve their goals, stay strong when faced with challenges, and protect themselves and others from HIV and AIDS. Skillz' Coach's Corner features a simple activity that teachers can use to teach students about healthy living (Football for an HIV-Free Generation 2011).

A study titled “Using Football for HIV/AIDS prevention in Africa” found that football programmes establish a long-term significant local presence in communities, partly because programme implementers often have a deep knowledge and understanding of the lives of participants. Similarly, analyses of the Mathare Youth Sport Association (MYSA) in Nairobi, Kenya have found that, while supported by northern funding, MYSA’s focus on “local participation and administration” has facilitated a positive social identity for its members.

Coaching for Hope is another initiative which uses football to create a better future for youth, also delivers HIV/AIDS prevention strategies to the youth and has been reported to be a great success.

Other football NGO's addressing HIV/AIDS prevention initiatives in Southern Africa include;

- Kick for Life which is based on the grassroots soccer model,
- Love Life which is the leading South Africa Health organisation,
- Nawa Life Trust, Namibian based and also educating youth on HIV/AIDS prevention
- Play Soccer Non-profit International,
- Right to Play, which is a global Initiative addressing related issues,
- Wizzkids United,
- Kick AIDS out,
- Street Football World, and
- Altus Sport, which is based in Johannesburg.

There are various other initiatives that tackle the same social problems as the YDF HIV/AIDS prevention programme from other developing nations, such as Brazil which will be hosting the upcoming football world cup. "Brazil makes use of the Segundo Tempo Programme.

Segundo Tempo is one of the main programmes within the Brazilian Ministry of Sport which addresses youth (7-17 years of age) from disadvantaged communities. The project was initiated as a result of the lack of access to sporting activities for students, and the fact that public education in Brazil is part-time. The initiative provides youth with an alternative to spending their free time on the streets, and aims to improve their quality of life while promoting social integration. In practice, the programme combines school education in the morning and supervised physical activities and games in the afternoon (including extracurricular lessons). The programme has benefited over 1,2 million children; it is present in 3 000 of the 5 000 Brazilian cities and counts over 800 established centres (Sport for Development and Peace International Working Group Policy Brief). It is evident that young people need to be reached in order to teach them personal sexual behaviour, and football

coaches who create the right environment for the youth they work with are ideally placed to reach them.

The YDF Manual on HIV Prevention highlights the need for young people to develop their comprehensive knowledge for HIV transmission prevention in order to know the major ways of preventing sexual transmission of HIV (using condoms and limiting sex to one faithful, uninfected partner) and rejecting the most common local misconceptions about HIV transmission (Schick and Nahnsen 2011:12).

3.6 SUMMARY

Chapter 3 discussed the YDF on HIV prevention Toolkit and its implementation process in the Eastern Cape. The chapter also gave a comprehensive analysis the social development through the implementation of the YDF on HIV Prevention Toolkit. This chapter also reviewed related programmes in the field of youth football and social development and their success. The next chapter will discuss the research methodology, and supply a statistical analysis and an interpretation of results of the research.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION

In the previous chapter, literature regarding the theoretical framework of the study was discussed. However, the study would not be conclusive without an appropriate investigation. Chapter 4 describes the research method used to empirically assess the various measuring instruments of data collection and their analysis.

4.2 STUDY OBJECTIVES

The study objectives as stated in Chapter one where to assess the impact and effectiveness of the YDF project in addressing HIV prevention from the perspective of the participants in NMB. To achieve this objective the researcher needed;

- d) To examine changes in the participants' awareness on HIV Prevention pre and post-test evaluation;
- e) To assess the feedback from the implementing agents (YDF on HIV prevention life skills coaches) on their perception on the programme;
- f) To evaluate the effectiveness of the YDF project from the perspective of the beneficiaries and recommend suitable solutions to improve its effectiveness in NMB.

4.3 RESEARCH METHOD

4.3.1 Research Design

Research design is a plan or strategy which moves from the underlying philosophical assumptions to specifying the selection of respondents, the data gathering techniques to be used and the data analysis to be done (Maree, 2007:70).

According to Kumar (2011), the main focus in qualitative research is to understand, explain, explore, discover and clarify situations, feelings, perceptions, attitudes, values, beliefs, and

the experiences of a group of people. However, quantitative study designs are specific, well structured, have been tested for their validity and reliability, and can be explicitly defined and recognized. This information is a prerequisite in order to fully understand the researcher's selection of research tools.

The researcher made use of the mixed methodologies approach, which is interested in a pragmatic combination of qualitative and quantitative research (Flick, 2009: 32). The strength of this study lies in the combination of the two research approaches, namely qualitative and quantitative research skills, to ascertain the nature and extent of diversity and add variation in the phenomenon.

4.3.2 Reasoning strategies used in this study

Both the inductive as well as the deductive reasoning strategies were applied in this evaluation research study.

- Inductive reasoning

Inductive reasoning moves from the particular to the general. In other words, if a researcher collects enough information without any preconceived notion about their significance and orientation – thus maintaining complete objectivity – inherent relationships pertaining to the general case would emerge to be seen by the alert observer (De Vos et al., 2007:47 and Cohen & Manion, 1997:3)

- Deductive reasoning

According to De Vos, Strydom, Fouche and Delport (2007) deductive reasoning is a form of reasoning where two premises are relevant, for instance, the first statement or assumption states the case and the second states the generalisation of which the case is one example. Subsequently, the deductive conclusion is drawn logically, appearing almost self-evident.

- The evaluative nature of this research study

This aspect was important, as the research objective was to assess the facilitation and to evaluate the effectiveness of the Youth Development through Football project in NMB that addressed the implementation of the YDF on HIV Prevention Toolkit.

Therefore, it was essential to establish whether the YDF on HIV Prevention Programme was effective or whether it had produced the intended result by means of programme expected outcomes provided in the contractual agreement as well as report on the perceived benefit from the perspective of the beneficiaries. A conceptual framework was deduced from the results of the contractual agreement and the development of the programme. Furthermore, the Youth Development through Football Programme was deduced from the conceptual framework. The questionnaire for the pre and post-test was abstracted from the content in the YDF HIV Prevention Toolkit and the implementation outcomes proposed between the GIZ/YDF Eastern Cape stakeholder agreements with the implementing agent.

- Participatory nature of the study

According to Somekh (2005), participatory research is a form of action research, and is done from within that setting where the researcher works in collaboration with the participants. It has an immediate impact since it is an integral part of day-to-day work (Somekh and Lewin 2005:89). The researcher made use of action research to directly address the problem of the division between theory and practice by consuming himself/herself in the day-to-day operation of the project to attain practical information and feedback from the participants in their natural setting.

- Ethnographic nature of the study

Ethnography is based on observation and involves data collection by researchers who immerse themselves in the daily lives of the participants and their environment and keeps recorded conversations or notes (Woods, 2007:18 and Kolb, 2008: 32). The researcher immersed himself/herself in the study by interacting with the participants and instructors in an everyday context.

4.3.3 Ethical measures

According to Blaikie (2010) there is a criterion that should be considered in codes of ethics, namely; voluntary participation, obtaining informed consent from research participants, protecting the interests of the research participants and researching with integrity. The research proposal for the study was presented to the supervisor allocated by the Department of Development studies at the Nelson Mandela Metropolitan University (NMMU). The researcher kept in mind the sensitivity of the topic of HIV prevention and sexual orientation

Issues, and insured that none of the participants experienced any discomfort. De Vos et al. (2005), Flick (2006) & Struwig (2010) state that it is important to take into account the following considerations regarding ethical issues, namely: informed consent, deception of participants, violation of privacy, anonymity, confidentiality, release of findings and debriefing of participants.

Informed consent was acquired by the implementing agent from both the life orientation teachers and school principals in order for the participants to take part in the programme. The research objectives were communicated to the participants verbally. The principal and the life orientation teachers at the schools received written communication of the programme and were required to sign consent for the delivery of the YDF on HIV Prevention Toolkit at the school. The consent form (Appendix C) included information about the research topic, the data collection process and the beneficiaries of the outcomes of the study.

At the beginning of the group interview session with the life skills coaches' confidentiality was explained and participants were asked to respect the confidentiality.

Each participant was assured of the confidentiality and anonymity of the research and the principals of privacy and confidentiality were maintained throughout the research process. Debriefing of the participants was done in the form of verbal communication to report on the results of the study. This information was made available to all participants on request.

4.3.4 Situation analysis

A situation analysis (an open inductive approach) was first conducted. This included interviews, field notes, observational notes (data collection), data analysis and the literature control. The situation analysis involved project outcomes from the participants and what they experienced. It was therefore important that the research methods and the choices made to collect and analyse the data be carefully selected and planned in order to reach the research objectives. The recipients (beneficiaries) were primary school learners, coaches and implementers respectively, and the primary source of information for a situation analysis was systematically gathered to determine the experience and evaluate the extent of the impact of the YDF on HIV Prevention programme on the beneficiaries in NMB.

4.3.5 Research sampling

A sample is defined as a subset of a population (or universe). Population on the other hand can be defined as the total group of participants or entities from whom information is required (Wiid and Diggins 2009:191).

Non – probability (quota) sampling was used in this study which involves conscious selection by the researcher to provide a more representative and homogeneous sample (Mc Givern 2006:280). This means an equal number of boys and girls were represented in the sample. The quota population selected by the researcher consisted of five male and female respondents from five schools. Participants had to be twelve years and older. The participants were from primary schools in grade six and seven. The researcher randomly selected the five schools that had completed the programme out of ten consulted schools based on their willingness to participate in the study and their ability to complete the programme offered by the implementing agent (UTS) in Nelson Mandela Bay. Not all of the schools consulted were able to complete the programme due to weather conditions, holidays, exams and last minute unforeseen cancellations by the schools. The respondents were from the following five schools; Ben Snuka Primary, Kama Primary, Ilitha Primary, Tshume Primary and Walmer Primary school. All participants were Xhosa speaking. All participants were from previously disadvantaged areas of Nelson Mandela Bay; namely; Kwa Zakhele, New Brighton, Motherwell, Walmer and Zwide. The participants were all invited to take part and were informed that the final sample would be randomly selected.

The sample size considered amounted to 50 participants in total, of which 25 were male and 25 female. All the participants were learners partaking in the Youth Development through Football programme from various primary schools within Nelson Mandela Bay.

4.3.6 Data collection

As information was needed to evaluate the impact of the YDF on HIV Prevention programme on the beneficiaries (school pupils, coaches and implementing coordinators), the best way of collecting this qualitative and quantitative data was through pre and post-questionnaires, interviews and feedback reports.

The interviews were video-taped (with the participants' permission) in order to preserve everything that was said by the participants for analysis and field notes were also taken down.

The researcher also wrote down as much as could be remembered as soon after the interviews as possible and transcribed the experience.

The semi-structured interviews which were conducted with the implementing coordinator were done in a group setting, guided by pre-planned questions (See Appendix B). The implementing coordinators were also asked to write letters about the programme and how it has impacted on their lives.

To evaluate the schools on the YDF HIV Prevention programme at the selected schools the same questionnaire was utilised for pre and post-tests for completion by the schools selected. All the learners that took part in the YDF on HIV Prevention programme completed the questionnaire and the respondents were randomly selected at the schools that were randomly assigned by the implementing agent.

The questionnaire required a personal response from the primary school learners and the questionnaire was designed in such a way that the first part (Section A) required relevant personal particulars of the participants (factual items). The second part (Section B) of the questionnaire reflected items of personal sports interest to the learners. The questionnaire was also used to attain feedback on the learners' perception of both the programme and the facilitators of the programme in Section C. The last section (D) evaluated the learners' knowledge, reactions, behaviours, beliefs and attitudes towards HIV prevention (content). It is important to emphasise that the respondents come from disadvantaged backgrounds where English is not their home language, and some of the respondents were not fluent in English. Therefore, the facilitators assisted the learners with XHOSA translations during the pre and post-evaluations.

The researcher also made use of ethnographic observation as a research method, by watching the participants' behaviour and actions throughout the consultation process. Through this method it was possible to identify problematic experiences and identify areas that may require improvement or change.

The field notes were kept as a written account of what has been seen, heard, experienced and the thoughts about the interviews by the researcher enabled the researcher to get a more accurate picture of what the participants themselves experienced and thought about how

things appeared to them - thus obtaining data by observation while the researcher was present in the field.

4.3.7 Data Analysis

According to De Vos, et al. (2005) data analysis aims to make sense of the information collected from the participants. Furthermore, data analysis is based on counting the incidence of specific activities by using procedures of categorizing (Flick 2009: 225). Both qualitative and quantitative data processing was utilised.

For the first part of the questionnaire, quantitative descriptive statistics were used to analyse the data collection. The pre and post-test part of the questionnaire was analysed using the, Before-and-After design calculation:

[Change in dependent variable] = [status of the dependable variable at the 'after' observation (contact)] – [status of the dependable variable at the 'before' observation (contact)].

$$Y_e = (Y''_e - Y'_e)$$

Where

Y''_e = 'after' observation on the experimental group

Y'_e = 'before' observation on the experimental group

In other words,

$$(Y''_e - Y'_e) = (\text{impact of programme intervention}) \pm (\text{impact of extraneous variables}) \pm (\text{impact of change variables})$$

In the control group, total change in the dependent variable (Y_c) can be calculated as follows

$$Y_c = (Y''_c - Y'_c)$$

Where

Y''_c = post-test observation on the control group

Y'_c = pre-test observation on the control group

The researcher also adopted the Tesch model of content analysis. This model generates unbiased information from the world of the participants. Using Tesch's method of analysis for qualitative data (Tesch 1990) the researcher listened to audiotapes and also read and re-read the verbatim transcripts to get a global understanding of the interviews and to be familiarized with the data. Thereafter, the researcher randomly picked each verbatim transcript, and started analysing them one by one, until all the transcripts had been analysed and similar ideas or topics had been organised. After organising them similar topics were grouped together into categories. From each category, a number of themes emerged.

The analysis process involved the following eight steps:

- getting a sense of the whole by reading through all the transcripts of interviews carefully;
- selecting one interview and perusing it again, asking what it is about, keeping its underlying meaning (thoughts were written in margin);
- making a list of all the topics from all the interviews, clustering together similar topics. Arranging these topics into major themes, unique themes and left-over topics;
- abbreviating the topics as codes; this must then be written next to the relative segment of the text. Checking if new categories or themes emerge;
- changing the topics into descriptive categories. Reducing the categories by clustering together similar topics;
- deciding on the final abbreviations for each category and placing these codes in alphabetical order;
- assembling the related data of each category in one place; and
- recording the existing data if necessary and conducting a preliminary analysis.

During the process of literature control the results were compared and contextualised with other studies as well as the relevant literature available. As indicated in Chapter One the researcher intended to contribute to the academic knowledge in the field of sports for social development and youth development and to these two aspects in unison. Literature control was conducted after the data collection and the analysis process in order for the researcher remain objective.

4.4 PROGRAMME EVALUATION

The programme evaluation helped the researcher to meet the set aims and objectives of the study as expressed in chapter one. To determine:

- What has been achieved and what not;
- Planning and accountability; and
- To improve the activities of the programme for future use in order to improve the implementation of the YDF on HIV Prevention programme in NMB.

De Vos, et.al. (2002:390) advised that when determining what should be evaluated, focus should be on the utility of the programme and on whether the service was effective and efficient in achieving the desired results.

4.5 STATISTICAL ANALYSIS AND INTERPRETATION OF RESULTS

4.5.1 Learner questionnaire statistical analysis

The following results are presented regarding the questionnaires that were completed by the learners.

Description	Participants	N	Total N	Percentage (%)
Age	12 years	13	50	26%
	13 years	17	50	34%
	14 years	18	50	36%
	15 years	2	50	4%
Gender	Female	25	50	50%
	Male	25	50	50%

Ethnic Group	African	50	50	100%
Grade	Grade 6	10	50	20%
	Grade 7	40	50	80%
Siblings	Yes	49	50	98%
	No	1	50	2%
Gender of Siblings	Sister	4	50	8%
	Brother	11	50	22%
	Cousin	34	50	68%
Length of time involved in the programme	0 -3 Months	50	50	100%
Activities regularly participated in	Football	22	50	44%
	Other Sports	28	50	56%
Family Sports Participation	Father	5	50	10%
	Mother	2	50	4%
	Brother	21	50	42%
	Sister	8	50	16%
	More than 1	11	50	22%
	Other	3	50	6%

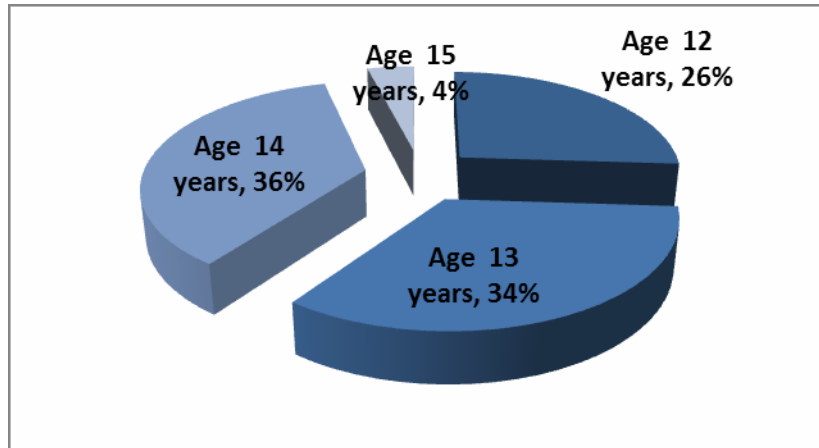
Table 4.1 Demographic Information

Table 4.1 shows that 50 questionnaires were completed.

The table also provides a summary of the respondents' demographic variables.

Age

Figure 4.1
Respondents Age



As shown in Table 4.1, the respondents' ages ranged between 12 and 15 years. There were thirteen participants out of the fifty respondents that were 12 years old, which is equivalent to 26%, while 34% of the respondents were 13 years old, which was the intended age group required by the organization for a grade 7 pupil. The highest portion, at 36%, was 14 years old, with a minority (4%) of the primary school respondents aged 15 years.

Gender

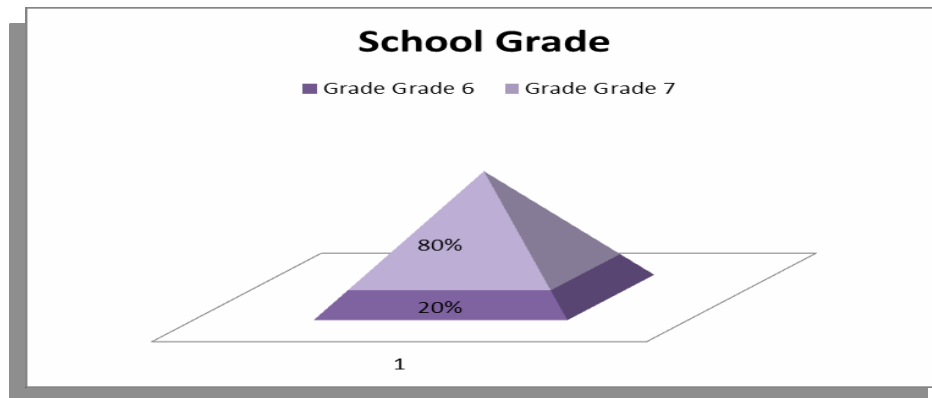
Table 4.1 reveals that 50% of the respondents were female, while 50% of the respondents were male. This was part of the purposeful quota placed on the data collection to represent a gender balanced outcome.

Ethnic Group

Table 4.1 indicates that the respondents were all African. Furthermore, the respondents were Xhosa speaking from disadvantaged schools in the township areas of Nelson Mandela Bay.

School Grade

Figure 4.2 Respondents School Grade



According to Figure 4.2, 20% of the respondents were in grade six, while the majority (80%) of the respondents were in grade seven. The implementing agent (UTS) focused on learners that were 12 years and older.

Siblings

Figure 4.3 Participants Older Sibling Representation

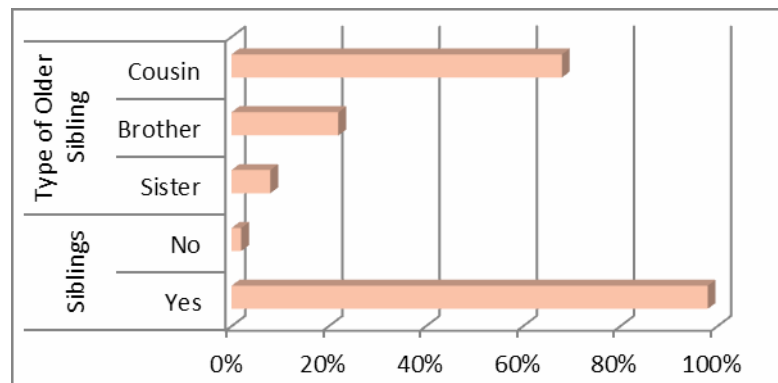


Figure 4.3 illustrates that 2% of the respondents do not have older siblings, while 98% of the respondents indicated that they had older siblings living with them in the form of a brother, sisters, or both a brother and sister. The figure illustrates that 68% of the participants had both brothers and sisters they were living with, while 22% indicate that they only had brothers, and only 8% only had sisters. The other 1% did not have any siblings that they could look up to to potentially guide and advise them on HIV/AIDS or sexual education. It is important to point out that in these communities the children refer to their cousins as a brother or sister, the participants regard any older relative living in their household as a brother and/or a sister.

Length of time involved in the programme

Table 4.1 reveals that 100% of the participants were in contact with the YDF programme for the first time, indicating a 0 – 3 month involvement with the organisation (UTS). This criterion was a prerequisite for partaking in the programme and the research.

Sports Participation

Figure 4.4 Sports Participation

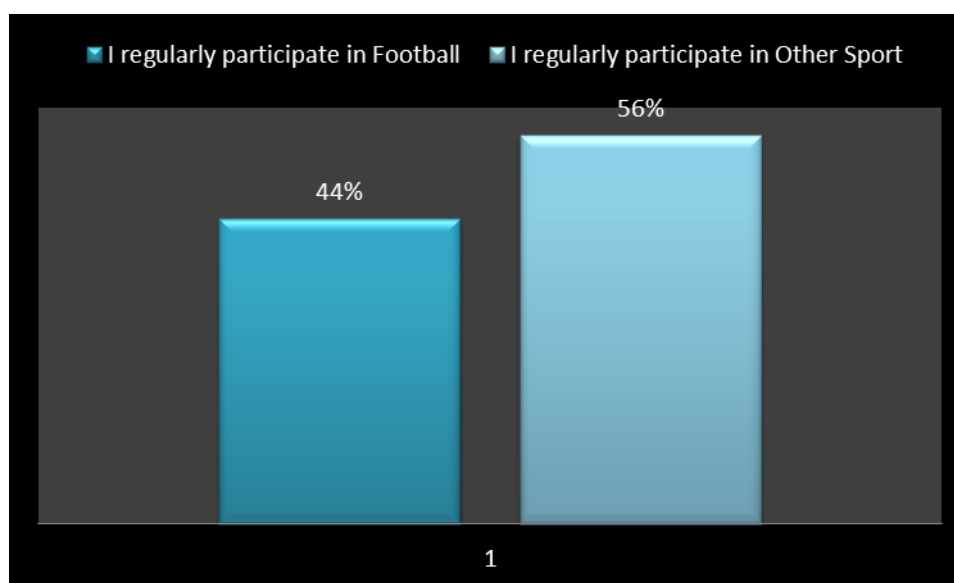


Figure 4.4 shows that 44% of the respondents regularly participate in football, while the greater portion (56%) of the respondents indicate that they are interested in other sports. These figures reflect the diversification of sport offerings the participants may be exposed to and their interest in other sports apart from football.

According to Table 4.1, 10% of the respondents have a father who has participated in sports, 4% indicate that their mother participated in sports, 42% of the respondents reveal that their brother participated in sports, while 16% of the participants' sisters participated in sports. Twenty two per cent indicate that more than 1 family member participated in sports and only 6% of the participants had a non-direct family member participating in sports. This reflects the exposure to sports, the family sports history of the participants and family support the participants could have potentially been exposed to.

Table 4.2 HIV/AIDS Prevention Pre and Post-Test Results

	Questions	Pre Quiz % Correct	Post Quiz % Correct	% Difference
1	HIV can be spread through coughing and sneezing.	62%	76%	14%
2	AIDS can be contracted through sharing cigarettes.	42%	78%	36%
3	HIV/AIDS can be spread through hugging an infected person.	70%	90%	20%
4	HIV can be transmitted through the air.	58%	88%	30%
5	HIV can be spread through swimming pools.	66%	96%	30%
6	HIV can be contracted through toilet seats.	62%	84%	22%
7	Mosquitoes can transmit HIV.	32%	72%	40%
8	People with HIV should be kept out of school.	68%	86%	18%
9	I would end my friendship if my friend had AIDS.	60%	88%	28%
10	I am willing to do volunteer work with AIDS patients.	44%	52%	8%
11	If a family member contracts HIV he/she should move out.	76%	78%	2%
12	People with HIV should stay home or in a hospital.	62%	70%	8%
13	Africans are more likely to contract AIDS than other ethnic groups.	48%	68%	20%
14	AIDS only affects drug users, prostitutes, and homosexuals.	44%	68%	24%
15	You can protect yourself against AIDS by being vaccinated for it.	22%	56%	34%
16	Condoms will decrease the risk of HIV transmission.	44%	58%	14%
17	HIV can be transmitted from mother to baby.	62%	68%	6%
18	HIV is spread through infected sperm.	52%	58%	6%

Table 4.2 shows the results of the questionnaires that were completed by the respondents before and after they undertook the 3 month contact session with UTS on the YDF on HIV/AIDS Prevention programme. The table shows a slight improvement with a 14% improvement on question one, which states that, HIV can be spread through coughing and sneezing, from 62% in the pre-test to 76% in the post-test scores. Table 4.2 also indicates a 36% improvement from the preliminary test on whether AIDS can be contracted through sharing cigarettes. 42% of the respondents answered question 2 correct in the preliminary test, while 78% of the respondents responded correctly in the post contact test. Table 4.2 reveals that 70% of the respondents were correct in the pre-test on responding to the question on hugging an infected person, while 90% were correct in the post-test, reflecting a 20% improvement.

According to Table 4.2 58% of the respondents were correct in the pre-test regarding HIV being transmitted through the air, while 88% of the respondents answered question 4 correctly in the post contact test. This indicates a 30% improvement. Question 6 in Table 4.2 regarding HIV being transmitted through swimming pools was 66% correct in the pre-test, while 96% of the respondents were correct in post- test, showing a 30% awareness improvement.

Table 4.2 indicates that 62% of the respondents answered, “HIV can be contracted through toilet seats” correctly before they were exposed to the YDF programme and 84% of the respondents indicated the correct response after the 3 month contact phase, showing a 22%

improvement. When the respondents were asked whether mosquitoes could transmit HIV, 32% of them answered the question correctly in the preliminary test while 72% of the respondents answered correctly in the post contact test. This reflects a 40% improvement from the pre-post results in question seven.

According to Table 4.2 32% of the respondents in the pre-test felt that people with HIV should be kept out of school, while only 14% of the respondents still felt that people with HIV should be kept out of school in the post-test. Question 8 indicates an 8% awareness improvement from the pre-test. Table 4.2 also indicates that 40% of the respondents in the pre-test felt that they would end their friendship with their friends if their friends had AIDS, while only 12% of the respondents in the post-test still felt that they would end their friendship, showing a 28% improvement.

While 44% of the respondents in Table 4.2 indicated that they are willing to do volunteer work with AIDS patients in the pre-test, 52% of the respondents in the post-test expressed their willingness to do volunteer work with AIDS patients, which showed an 8% improvement.

Table 4.2 indicates that 24% of the respondents feel that if a family member of theirs contracts HIV they should move out, while 22% of the respondents in the post-test feel that if a family member of theirs contracts HIV they should move out, showing a 2% difference. According to Table 4.2 38% of the respondents in the pre-test feel that people with HIV should stay home, while 30% of the responses in the post-test feel that people with HIV should stay at home. This constitutes an 8% improvement.

As indicated in Table 4.2, 52% of the respondents in the pre-test felt that Africans are more likely to contract AIDS than other ethnic groups, while 32% of the respondents in the post-test felt that Africans are more likely to contract AIDS than other ethnic groups, showing a 20% improvement.

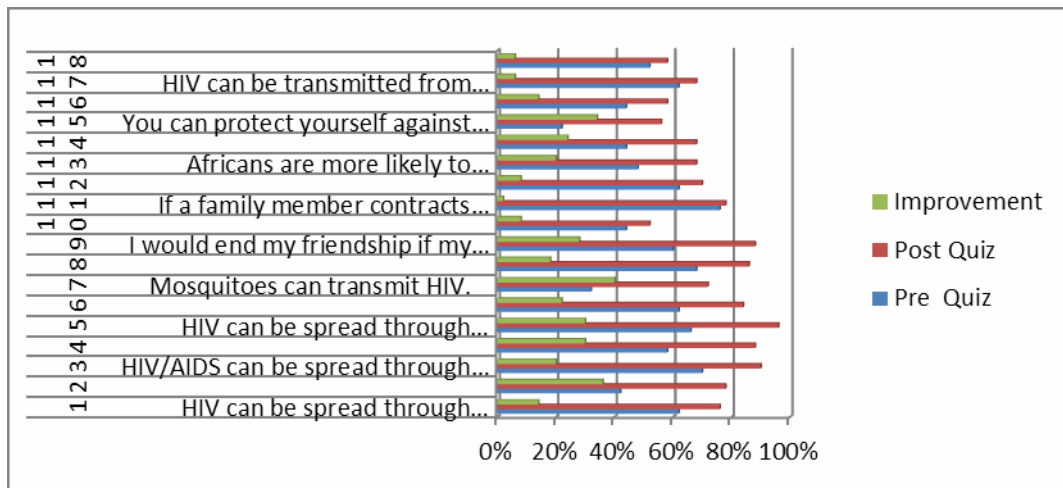
Question 14 in Table 4.2 indicates that 44% of the respondents in the pre-test gave the correct response and 68% of the respondents in the post-test replied correctly, showing a 24% difference. 22% of the respondents in the pre-test answered question 15 correctly, while 56% of the respondents were correct in the post-test. This indicates a 34% improvement.

According to Table 4.2 44% of the respondents in the pre-test said that condoms will decrease the risk of HIV transmission, 58% of the respondents in the post-test said that condoms will decrease the risk of HIV transmission, showing a 14% improvement. Table 4.2, indicates that 62% of the respondents answered question 17 of the pre-test correctly, while 68% of the respondents answered question 17 correctly in the post-test, reflecting a 6% improvement.

Table 4.2 indicates that 52% of the respondents in the pre-test were correct in answering question 18 that states, HIV can be spread through infected sperm. 58% of the respondents in the post quiz answered question 18 correctly, which only shows a 6% improvement.

Figure 4.5 illustrates the respondents' HIV/AIDS Prevention pre and post-test response, and the percentage difference in their awareness by comparing their pre-test accuracy in responding to the questionnaire and their after contact test response as indicated in Table 4.2.

Figure 4.5 HIV/AIDS Prevention Pre and Post Contact Quiz



Facilitator/Instructor Rating

Figure 4.6 Understanding the Instructor

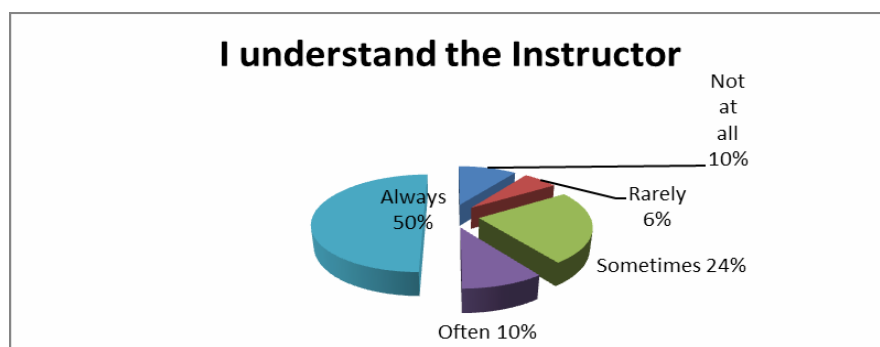


Figure 4.6 illustrates the participants' post-evaluation of the life skills coaches' competence in delivering the sessions. 10% of the participants revealed that they could not understand the instructors, 6% of the participants stated that they rarely understood the instructors, 24% of the participants indicated that they understood the instructors sometimes, while only 10% of the participants stated that they often understood the instructors and the majority of the participants (50%) stated that they understood the instructors all the time. This question poses an important point of reference to whether the learners received the intended messages from the instructor, which is core to the YDF programme objectives.

Figure 4.7 I enjoy the Life skills sessions

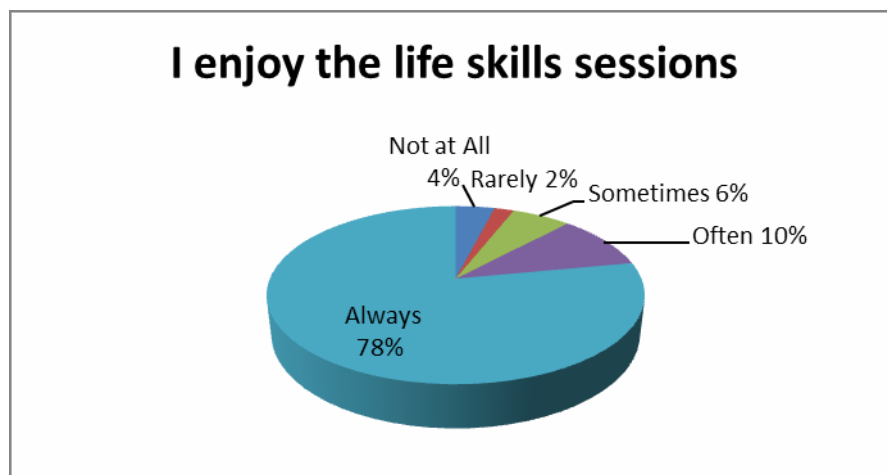


Figure 4.7 illustrates that the majority of the participants enjoyed taking part in the life skills sessions (78%), while 10% of the participants indicated that they often enjoyed the sessions with the life skills coaches, and 6% of the participants indicated that they sometimes enjoyed the sessions. 2% of the participants indicated that they rarely enjoyed the sessions with the life skills coaches, and 4% of the participants did not enjoy the sessions at all.

4.5.2 Interpretation of results from the learner questionnaire

The first section of the questionnaire focused on the respondents' biographical information, which included their age, gender, ethnic group, home language, grade, siblings, and the length of time involved in the programme.

The demographic findings are summarised as follows: The majority of the pupils were between the ages of 12 and 14 years of age, and were in grade six and seven. The researcher's intention was to test the pupils that were in contact with the YDF HIV Prevention programme in the Nelson Mandela Bay which was being implemented by United through Sport (UTS). The implementing agent's (UTS) target audience for this particular programme was aimed at pupils in grade six and seven, from the age of 12 years and above. For this particular study, emphasis was placed on grade seven pupils, however, due to the problems for some schools to provide grade seven pupils for the programme, the grade six pupils over the age of 12 years were invited to partake in the YDF on HIV prevention programme that was being facilitated by UTS in NMB in those circumstances.

All the participants were Xhosa speaking, and came from disadvantaged backgrounds. The majority of the respondents reside in the surrounding areas of their schools, and were living within walking distance from their schools. This finding reveals that the learners were not inconvenienced by transportation and could have attended the after/school YDF on HIV Prevention sessions, since they were within walking distance from their schools.

The study also reveals that the majority of the respondents have older siblings, which suggests that there are role model figures in the majority of the learners' lives that can influence their behaviours and conduct, and also act as role agents in the learners' lives with regard to life skills. The number of female sister figures, however, seemed to be less than the brother figures. It is important to note that in these communities cousins are regarded as a brother and a sister.

The father figure did not reflect strongly in the findings, however, brothers seemed to take a higher response role identity in the empirical results. This type of response suggests a lack of support from male parents when dealing with sexual education, which may have a long term impact on the decision making process of the male youth due to absent fathers.

There was a complete response in the study with regards to the duration of involvement in the programme. The respondents had never been exposed to the programme before initial contact with the implementing agent. This complete number is preferred, to add to the validity and reliability of the study. The candidates all had to be new participants who had never been exposed to the programme, to allow for unbiased pre and post-analysis.

The findings of the study demonstrate that a larger number of the participants were involved in sports other than football. This finding suggests that the use of football as a medium for addressing life skills and HIV Prevention in the schools could hinder the willingness of the participants to learn, should they be partaking in sports other than football.

The last part of the questionnaire's empirical results, which evaluated the learners' content knowledge from the HIV Prevention pre and post quiz, revealed an improvement in all the questions from the initial quiz to the concluding quiz. However, the improvement was not substantial to those reflected in prior literature indicated on the score cards by United through Sport. This could be based on various factors. Firstly, the researcher adopted this particular questionnaire from the Journal of HIV/AIDS Prevention in Children & Youth, as opposed to using the questionnaire compiled and used by the implementing agent (UTS) in their previous pre and post-analyses. This was done to measure the "real impact" of the participants based on the international questionnaire, to measure the awareness this project has on the participants on a broad scale. It is important to also point out that the participants were tested on material that is contained in the curriculum and was revealed to the life skills coaches by the researcher for validation prior to implementation.

The other factor could be based on the lack of knowledge and updated training indicated in the interview with the life skills coaches, to be able to facilitate updated information on HIV/AIDS to the participants. Alternatively, other factors could be that respondents were not attending the HIV/AIDS life skills sessions regularly or they did not understand the questions asked or the method of delivery from facilitator to learner was not effective. The questions that the participants scored the least percentage improvement on: HIV can be transmitted from mother to baby, HIV is spread through infected sperm, and that condoms will decrease the risk of HIV transmission, are subjects that are extensively addressed in the YDF HIV Prevention Toolkit. This could imply that the learners did not complete the YDF on HIV Prevention curriculum at the time of retesting or not enough time was spent on these subjects

by the facilitators. The other reason could be that the learners were not paying attention to this information during the sessions. These factors could have contributed to the negative outcome with regard to the learners' understanding. The learners, however, reflected a positive attitude towards the programme.

4.5.3 Facilitators Group interview.

The implementing agent (UTS) made use of four facilitators, peer Educators or Life Skills coaches. These four facilitators participated in a semi structured group interview conducted by the researcher. It is important to highlight that all four of the interviewed life skills coaches were Xhosa speaking and female. The ages of the life skills coaches interviewed range from 22 to 28 years.

The interview was guided by the following pre-determined questions.

- How comfortable are you with teaching the youth at schools on the YDF on HIV Prevention Manual?
- How confident are you regarding your knowledge on the YDF on HIV Prevention Toolkit and the content that you are teaching the learners at the schools
- Do you think that it is appropriate to teach learners on the YDF on HIV Prevention to children in primary schools?
- Do you think that it is relevant to combine HIV prevention education and football training at schools?
- Are you happy with the way your UTS has implemented the YDF on HIV Prevention programme in NMB?
- What are the biggest challenges you face on a day to day basis on the YDF on HIV Prevention programme?
- Can you please write a short letter on how you feel this programme has impacted your life and the children's lives you have been in contact with throughout your involvement with the YDF on HIV Prevention programme.

The researcher made use of field notes and an audio recorder to assist in quoting the Life Skills Coaches' responses as accurately as possible. There are four main categories that emerged following the process of data analysis. Each category is discussed with relevant quotations from the respondents, and the relevant literature is also cited as a control to the findings of this research. The supplementary data (verbatim transcripts) is presented, without any attempt by the researcher to correct the grammatical errors.

CATEGORIES AND THEMES

The categories and themes are discussed with accompanying quotations from the data, and supported by literature control. These are presented in table 4.3 below.

Table 4.3 Categories and themes

Categories	Themes
Facilitators'/implementers' perception of the programme.	<ul style="list-style-type: none"> a) Teaching the YDF on HIV Prevention Toolkit b) Content knowledge of the YDF on HIV Prevention Toolkit c) HIV prevention education and football training d) Challenges and perceived impact of the project.

a) Teaching participants on the YDF on HIV prevention Toolkit

This question was posed in order to access the implementers' (life skills coaches) level of comfort regarding the YDF on HIV prevention education at the schools.

“We feel comfortable teaching the little ones from primary school about HIV/AIDS because they are young, and most of them are scared to talk to their teachers and parents, so they feel more comfortable talking to us about these issues”

“I think it is fine to teach the grade 7's about HIV/AIDS and sexual oriented life skills but not the younger ones”.

“The teachers don't feel comfortable to do it, so these kids depend on us to prepare them for the real world, which is why they like this programme, because we do their work for them”

According to Roben and Jones-Diaz (2006) teachers feel uncomfortable with issues of sexual orientation education and avoid dealing with these issues if they experience discomfort, or they may even facilitate the education poorly.

b) Content Knowledge of the YDF on HIV Prevention Toolkit

“Our knowledge on the YDF on HIV prevention toolkit is outdated and sometimes we are corrected by the participants at the Training of Trainers workshops that we do, and at times we avoid responding to the questions because we are not sure of the answer. This is a big issue for us; we need more updated training on HIV/AIDS issues”.

c) HIV prevention education and football training

“It is a nice idea to combine the life skills with the football, but some of the girls at the school do not want to participate in some of the activities and complain that they do not want to play football, it is a guy’s sport”. According to DeBate et al (2009:p. no) the concurrent acquisition of sport and life skills aids girls in improving various psycho-social factors such as self-esteem and body image, especially in programs that are traditionally designed exclusively for boys and may be coeducational.

Sport and life skills have similar learning modes such as demonstration, modelling, and practice (DeBate, Gabriel, Zwald, Huberty, and Zhang, 2009:475). Sport competence can be broken down into three main dimensions: technical skills, tactical skills, and physical skills. Technical skills refer to an athlete’s ability to move and perform the tasks necessary to achieve success in their sport (e.g., passing, scoring and dribbling). Tactical skills focus on the specific actions and decisions that athletes make during competitions to gain an advantage over their opponents (e.g., decision-making, reading the play, and strategy). Lastly, physical skills refer to physical fitness and functional qualities that allow athletes to perform sports skills and meet the sport’s physical demands (e.g., speed, agility, and endurance) (Vierimaa, Erickson, Côté and Gilbert, 2012: 604).

d) Challenges and perceived impact of the project

“UTS make the principal sign the contract at the beginning of each term. We have 3 schools a day to consult, five days a week. We do life skills and sports’ coaching is done by the

volunteers. Most of the work we do is the YDF on HIV/AIDS Prevention and Football. Its working well but it's got its challenges.”

“In terms of our everyday experience with them, it varies because there are new challenges that arise each week we have a session with them. Some of them are, sessions being cancelled without our knowledge, school going out before normal time or kids being called for other tasks whilst our session is still in progress.”

“It's very challenging this programme, but what I can say is that they never come to the schools the big bosses. They only come when there are important people coming to visit the programme or when they are checking that we are doing our job. They don't understand what really happens at the schools.”

“Some of the schools don't have teachers present at the sessions; as soon as we arrive the teachers go to the staff room and drink coffee. Then the children sometimes miss behave in the classroom and we don't know what to do. Some of the schools cancel their sessions without telling us and send the kids home early then when we get there; there is no one at the school. This is difficult because we are expected to complete the curriculum in 8-12 weeks because the boss wants the numbers for the funders. The 14:00-15:30 session is the most challenging for us because some of the kids just run away or leave straight after school and the teachers also run away at some of the schools, or they make excuses to leave. So we are left with the children alone after school.

“Then there are weather problems and we must cancel the sessions.”

“The biggest problem is that we cannot create a sustainable bond with these children because we leave the school after one term, so this affects the kids and is not good for what the programme wants to achieve.”

“Some of these kids are young and very shy to talk about HIV/AIDS and it takes a long time for them to open up and speak freely in the classroom. This is very challenging because we only have 8 to 12 weeks with them to finish the curriculum before we move on to the next school, and we cannot move on to the next topic until they understand the previous topic. Then some of the kids are very forward and have already started having sex by grade 6”

“We also deliver life skills messages where we touch more on HIV/ AIDS that is the biggest problem/challenge that we face, some of the kids that we deal with are either infected or affected by it and that makes them suffer a lot because if their parents or family member that are infected with HIV/AIDS, they get sick and they end up losing their jobs (loss of income) for their family and it makes them suffer at school.”

“the kids trust you in such a way that they can even share their problems with you, such as they have been raped, in other schools that I was working I faced such problem and I couldn't help the child, all I just did talked to the child and referred them to other organization that deal with such problems.”

“As much as it feels good to help a kid by listening, sometimes we feel like we are not doing enough to help them because there is issues that need more than just listening”

e) Impact letters from three life skills coaches

“We manage to get them to feel special and equal when we are around.”

“We manage to create a personal connection with the kids because they felt they can talk to us about personal issues outside of the programme.”

“I believe what we are doing is making a difference in their lives because some of them used to absent a lot from school prior our arrival at their school and some were reluctant to participate in our programme, but now the very same kids are the ones who do not want us to leave their school and always ask when are we coming back *behavioral change*.”

According to Burnett and Litt (2006) there is a very high impact recorded on school attendances where sports is offered regularly at or in close proximity of the school.

Furthermore, participation sports based youth programmes, indicate that involvement is related to enhanced academic achievement, school attendance and school engagement; less substance use and delinquency; enhanced social competence; and increased mental health (Riley and Butcher 2012: 1367).

“In this program they learning a lot, the teachers also love it because it makes work easy for them on the life orientation subject.”

“I believe that I have changed most of the kids' lives that I have worked with because they are comfortable sharing their problems with me and I do help them where I can.”

“I think this program is very important to the kids because they know the consequences of the choices they make in their lives, because we are very open with them about everything.”

4.5.4 Results Discussion for Group Interview

The feedback from the group interview shows that the life skills coaches perceived being part of the YDF on HIV Prevention Programme positively. Some of the life skills coaches perceived their role in terms of being role models. However, great concerns were raised concerning the need to be up-skilled on their HIV/AIDS knowledge and receive further training on counselling to equip the life skills coaches to be better prepared for their daily interactions with the problems the kids present to them.

This suggests that the life skills coaches should be assisted by implementing agents to take refresher workshops on HIV Prevention and basic counselling courses to increase their knowledge of various sexual health issues facing the youth. They also complained about a lack of support from the schools and the teachers in charge of the children during these life skills sessions.

The lack of adequate interaction between life orientation teachers and the life skills coaches are matters of concern as these parties need to work together in order to educate learners about HIV prevention and the problems the kids face. The observations also indicate that the teachers are not as supportive of the YDF on HIV prevention programme as they should be. “Some of the schools don’t have teachers present at the sessions; as soon as we arrive the teachers go to the staff room and drink coffee.” “Then the children sometimes miss behave in the classroom and we don’t know what to do” Teachers could use the opportunity to enhance their knowledge on the YDF on HIV Prevention Toolkit by being fully present during the sessions. The relationship could also be utilised as a channel for skills trade, where teachers assist the life skills coaches on didactic methods of teaching and as a platform to further understand their pupils and the teacher can learn more on the YDF on HIV Prevention content and methods of application.

Another troubling factor is the lack of support from management in the organisation in understanding the 'grassroots' problems that are experienced by the life skills coaches on a daily base. “They don’t understand what really happens at the schools.” Instead management was observed to visit the programme on matters of crises (e.g an observed school child

threatened the wellbeing of a coach or was sexually inappropriate to an international volunteer) when funders visited the project. “They never come to the schools the big bosses. They only come when there are important people coming to visit the programme or when they are checking that we are doing our job.” This lack of support from management was seen to create a division between the life skills coaches and management which resulted in unmotivated staff. According to Tsotetsi (2009:p.no) managers who do not share information and neglect the cultural wishes and wellbeing of their employees contribute to the lack of employee motivation and performance.

4.6 SUMMARY

In this Chapter, the theoretical framework of the research design and method was outlined and discussed in detail. The data analysis process was also described. The results of the data collected for this research study regarding the effectiveness of the YDF on HIV prevention programme in NMB was presented. From the data analysis an improvement in the acceptance of people living with HIV/AIDS and improved knowledge and understanding on HIV prevention was identified. However, from the data it was also discovered that the relevant knowledge regarding HIV prevention was not adequately transferred from presenter to participant as the participants only had a 6% increase on whether HIV is spread through infected sperm, as well as mother to baby transmission which resulted in a just above average score. From the implementer’s group interview, it was established that a good support base needs to be created for the life skills coaches, with improved teacher support towards the life skills coaches, continuous cognitive up-skilling of life skills coaches regarding HIV prevention, counselling support and channels of open communication between the implementing organisation management and their implementers (life skills coaches). The organisation’s contact period was another issue that was raised by the life skills coaches and students respectively. Through observation the researcher identified high involvement by the participants and they expressed great appreciation for the YDF on HIV Prevention Toolkit. In the next chapter the relevant recommendations and the concluding remarks will be supplied.

CHAPTER 5

RECOMMENDATIONS AND CONCLUDING REMARKS

5.1 RECOMMENDATIONS AND CONCLUDING REMARKS

There is an urgent need in NMB to reduce HIV infection, therefore, appropriate HIV Prevention education and programs in schools are identified as an important support system in addressing this epidemic. It is the researcher's opinion that the type of research conducted in this study is a valuable attempt to add to the value of the YDF on HIV prevention project and contribute to the monitoring and evaluation of the desired outcomes for the project by both the implementing agent (UTS) and funders (GIZ/YDF) of the project. This unique study contributes to literature as it provides valuable information about the implementation of the YDF Toolkit in primary schools in NMB that could potentially contribute to future HIV prevention education in schools. The study also contributes to sports based youth development as an approach to social development in development studies.

The findings from the research support the notion that life skill coaches should be constantly up-skilled (cognitive and teaching methods) to ensure that intended messages are transferred accurately from facilitator to participant regarding the YDF on HIV prevention programme. Both implementing agents should improve their support base, including adequate monitoring and evaluation processes and the contact period between participants and facilitators of this project should be extended. The findings also support the inclusion of HIV prevention education projects in schools and the facilitation of these projects by external bodies to assist educators and learners to increase HIV awareness in Nelson Mandela Bay. It is clear that much work needs to be done to improve the YDF on HIV Prevention Toolkit to suite the social dynamics of the participants from diverse backgrounds, particularly those in NMB. Innovative methods and flexible alignments of the project to suite diverse backgrounds are required, which should be oriented towards the needs of the target groups on 'grassroot' level. The YDF approach should strengthen sustainable structures for the promotion of the youth and increase its presence in NMB. The YDF approach should not only initiate changes in the lives of individuals, but should also lead to long-term social changes through altered social behaviors and the motivation of individuals to become involved in voluntary work. The intended rational of this project was to HIV prevention, football skills and impart life skills values such as tolerance and fairness which are fundamental social skills for democratic

development, participation and integration, all of which are deep-seated in the study of social development. It is through this project that the potential of the youth in sport and life skills will be equally promoted in the long term. Furthermore, it is hoped that the study will encourage researchers to focus on understanding the importance of impact studies in evaluating the effectiveness of sports based youth development programmes.

Although the overall impression of the programme was positive; learners were seen to have improved HIV prevention awareness and social skills. Based on the findings of the study, the following recommendations can be made.

5.1.1 Recommendation 1

It is recommended that the GIZ/YDF implement better grassroots monitoring systems and evaluation practices. These user-friendly monitoring and evaluation processes should produce results that reflect impact and assist implementing agents to make decisions on all levels of operation, especially at the implementation level.

5.1.2 Recommendation 2

The toolkit should be designed in such a way that it can be adopted and used by both football bodies such as local SAFA (South African Football Association) and social skills development agents such as sports for social change networks across all sports.

5.1.3 Recommendation 3

Implementing agents should create support structures for their facilitators, which include continuous up-skilling of presenters, coaches, volunteers and the toolkit.

5.1.4 Recommendation 4

The toolkit should offer more realistic grassroots approaches to coaching practices, with regard to inadequate facilities, lack of training equipment and be translated in all the South African languages in this case, Xhosa to suit the social dynamics of NMB.

5.1.5 Recommendation 5

Funders and managers should initiate more site visits to understand the needs of the participants on grassroots level to assist in designing more effective implementation practices and more efficient monitoring and evaluation methods that are user-friendly.

5.1.6 Recommendation 6

The contact sessions between implementing agents (UTS) and schools should be extended beyond 12 sessions to at least 6 months to allow pupils to develop other social skills, such as communication, confidence, tolerance, and teamwork over a sustained period.

5.1.7 Recommendation 7

The project should focus more on sustainable social impact by creating multiple local PPP's to support struggling implementing agents after the laps of their contracts.

5.1.8 Recommendation 8

It is clear that these programmes have the potential to address risks and enhance protective factors over the course of the programme, but these impacts need to be examined over time. Therefore, future research should address the long-term impact of sports-based youth development programs in the Eastern Cape. This will help researchers and practitioners better understand the role of these programs in the long-term development of youth and their communities.

5.1.9 Recommendation 9

The YDF on HIV Prevention programme should be incorporated by football bodies, educational bodies, NGO's, NPO's and adopted by other sporting bodies in Nelson Mandela Bay to revive school football leagues and tournaments in NMB.

5.1.10 Recommendation 10

Implementers should receive continuous, updated content training and evaluation to ensure that the intended information is transferred as accurately as possible from presenter to participant/learners.

5.1.11 Recommendation 11

The implementing agent in NMB should also implement the other YDF Toolkits (gender awareness, violence prevention, environmental awareness, disability inclusion and event management) to allow for variety and variation.

5.1.12 Recommendation 12

The implementing agent in NMB should include the Department of Education and Schools Sports in their monitoring and evaluation practices.

5.2 CONCLUSION

The breadth of themes that emerged through the analysis extends the understanding of the impact of sport-based youth development programmes particularly the YDF on HIV Prevention project in NMB. This new knowledge can be used to enhance the youth development through football program, particularly those serving youth from disadvantaged circumstances. The findings may also have relevance to broader youth development programming, as the mechanisms contributing to key outcomes identified here are useful for programmes offered in other settings. This project had a positive effect on the personal development of the participants. It inspired them to be self-determined and to actively shape their lives for the better through football.

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ANNEXURES A

Pre and Post-Questionnaire

Thank you for taking the time to fill out this questionnaire. Your response will be kept private and will not be shown to anyone.

Please fill in your information and cross (x) the appropriate box

SECTION A: INFORMATION ABOUT YOURSELF					
Name:		Surname:			
Age:	12 <input type="checkbox"/>	13 <input type="checkbox"/>	14 <input type="checkbox"/>	15 <input type="checkbox"/>	16+ <input type="checkbox"/>
Gender:	Boy <input type="checkbox"/>		Girl <input type="checkbox"/>		
Ethnic Group:	African <input type="checkbox"/>	Coloured <input type="checkbox"/>	Other <input type="checkbox"/>		
Where do you stay?					
Which school do you attend?					
What grade are you?	Grade 6 <input type="checkbox"/>		Grade 7 <input type="checkbox"/>		
Do you have an older sibling?	Yes <input type="checkbox"/>		No <input type="checkbox"/>		
Do you have a brother, sister, both or other?	Brother <input type="checkbox"/>	Sister <input type="checkbox"/>	Both <input type="checkbox"/>	Other <input type="checkbox"/>	
Who do you live with?	If Other please state:				
How long have you been involved in this programme?	0-3 Months <input type="checkbox"/>	4-6 Months <input type="checkbox"/>	6-12 Month <input type="checkbox"/>	1-2 Years <input type="checkbox"/>	
SECTION B: INFORMATION ABOUT SPORT PARTICIPATION.					
Which of the following activities do you participate in regularly?	Football <input type="checkbox"/>		Other sport <input type="checkbox"/>		
Who in your family participates/ has participated in sport?	Father <input type="checkbox"/>	Mother <input type="checkbox"/>	Brother <input type="checkbox"/>	Sister <input type="checkbox"/>	More than one <input type="checkbox"/>
SECTION C: PEER – EDUCATOR, COACH OR VOLUNTEER					
	Not at all	Rarely	Sometimes	Often	Always
I understand what the coaches and instructors teach me?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy the life skills sessions with the life skills coaches?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SECTION D: HIV/AIDS					
Please circle the number that best represents your degree of agreement to each of the items below					
	Strongly	Disagree	Don' t	Agree	Strongly

	Disagree		Know		Agree
1. HIV can be spread through coughing and sneezing.	1	2	3	4	5
2. AIDS can be contracted through sharing cigarettes.	1	2	3	4	5
3. HIV/AIDS can be spread through hugging an infected person.	1	2	3	4	5
4. HIV can be transmitted through the air.	1	2	3	4	5
5. HIV can be spread through swimming pools.	1	2	3	4	5
6. HIV can be contracted through toilet seats.	1	2	3	4	5
7. Mosquitoes can transmit HIV.	1	2	3	4	5
8. People with HIV should be kept out of school.	1	2	3	4	5
9. I would end my friendship if my friend had AIDS.	1	2	3	4	5
10. I am willing to do volunteer work with AIDS patients.	1	2	3	4	5
11. If a family member contracts HIV he/she should move out.	1	2	3	4	5
12. People with HIV should stay home or in a hospital.	1	2	3	4	5
13. Africans are more likely to contract AIDS than other ethnic groups.	1	2	3	4	5
14. AIDS only affects drug users, prostitutes, and homosexuals.	1	2	3	4	5
15. You can protect yourself against AIDS by being vaccinated for it.	1	2	3	4	5
16. Condoms will decrease the risk of HIV transmission.	1	2	3	4	5
17. HIV can be transmitted from mother to baby.	1	2	3	4	5
18. HIV is spread through infected sperm.	1	2	3	4	5

ANNEXURES B

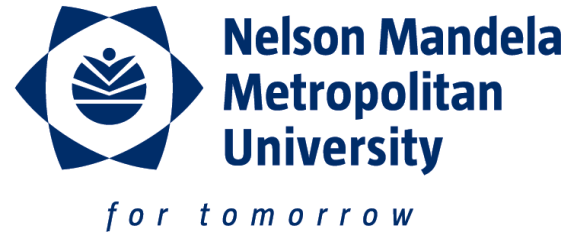
Group Interview Schedule

1. Briefly explain the purpose of the interview.
2. Ask permission to make recording.
3. Emphasise confidentiality.
4. Ask permission to continue.

The discussion was guided by the researchers following pre-determined questions.

1. How comfortable are you in teaching the youth at schools about HIV/AIDS?
2. How comfortable are you with the content that you are teaching with regards to YDF on HIV Prevention toolkit?
3. Do you think that it is relevant to teach HIV Prevention to children in primary schools?
4. Do you think that it is relevant to combine HIV prevention education and football training in one programme?
5. Are you happy with the way your organization implements the YDF programme?
6. What are the biggest challenges you face on a day to day bases on the programme? In a the form of a letter, can you please write a short letter on how you feel this programme has impacted your life and the children' s lives you have been in contact with for the duration of the YDF project.

ANNEXURES C



Dear Principal

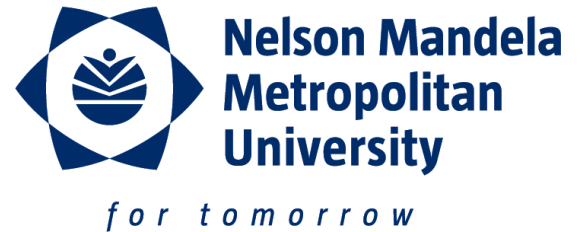
The pupils of your school are requested to participate in a research study that is aimed at exploring attitudes towards the impact of the “ Youth Development through Football” project in the Nelson Mandela Bay. If you agree to participate you will be provided with the necessary information to assist you to understand the study and explain what would be expected of you.

You will be provided with a written consent form which you are required to sign prior to commencement of the study. This will include your signature, date and initials to verify that you understand and agree the conditions of the study. However, this information will only be included in the study on your consent, any aspect in the study and your anonymity is guaranteed.

Kind Regards

Miss M, Tsotetsi

ANNEXURES D



Dear Participants

I am a Master in Development Studies student doing my research on the impact of the “ Youth Development through Football” project.

You are requested to participate in a research study that is aimed at exploring the impact of the “ Youth Development through Football” project in the Nelson Mandela Bay. If you agree to participate you will be provided with the necessary information to assist you to understand the study and explain what would be expected of you.

You will be provided with a written consent form which you are required to sign prior to commencement of the study. This will include your signature, date and initials to verify that you understand and agree to the conditions of the study. However, your consent is required for any information to be included on any aspect of the study and your anonymity is guaranteed.

Participation in this research is completely voluntary and you are not obliged to take part. If you do partake, you have the right to withdraw at any given time, during the study without penalty.

Although your identity will, at all times remain confidential the results of the research study may be presented at scientific conferences or in specialist publications. This informed consent statement has been prepared in compliance with current statutory guidelines. Please feel free to ask the researcher any concerns you may have about the study at any time.

Yours sincerely,

Mampho Tsotetsi

Researcher

ANNEXURE E

Figure 2.1 Holistic Development of a Youth Player



Figure 2.2 the YDF Model

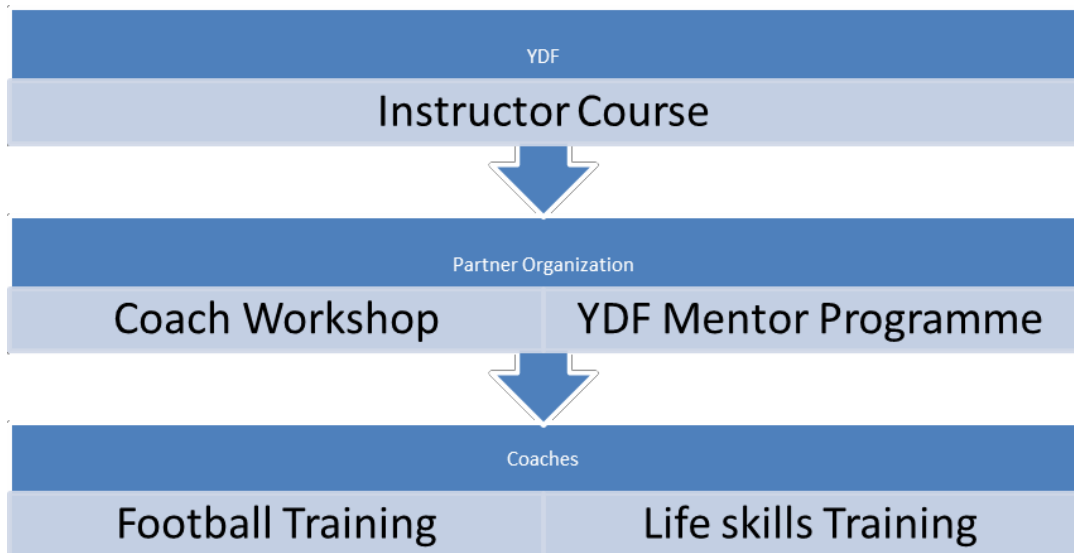
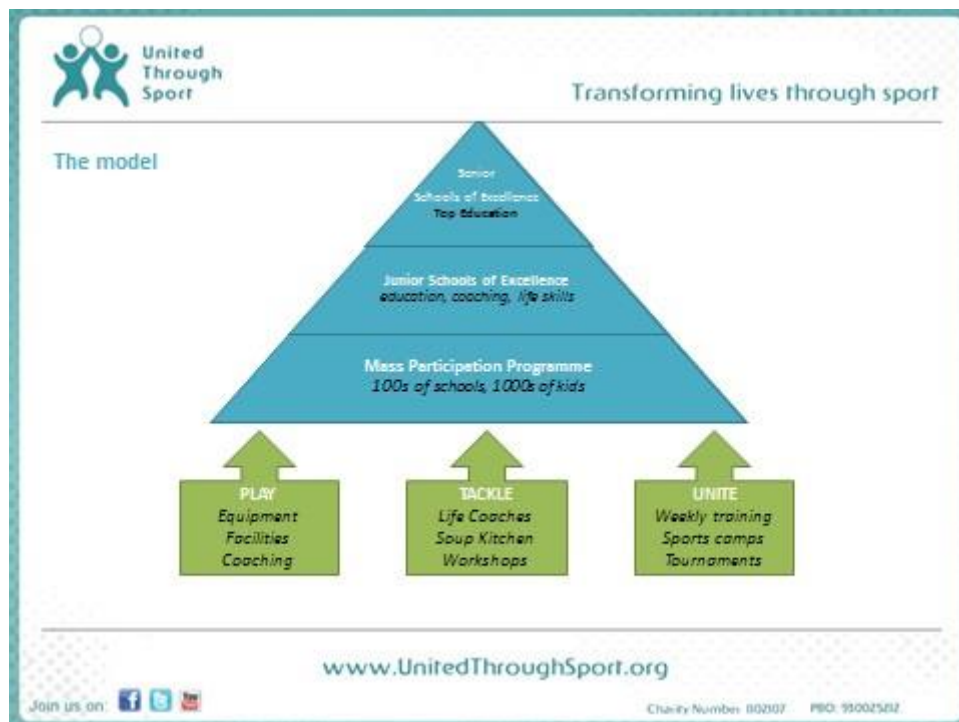


Figure 2.3 Footprint of YDF on HIV/AIDS prevention in Eastern Cape in Ann



Figure 3.1 United through Sport Model



Picture 3.1 Training of Trainers held by UTS May 2012



Picture 3.2 The MPP Event in Port Alfred event help in Port Alfred to show case YDF HIV prevention curriculum.

